

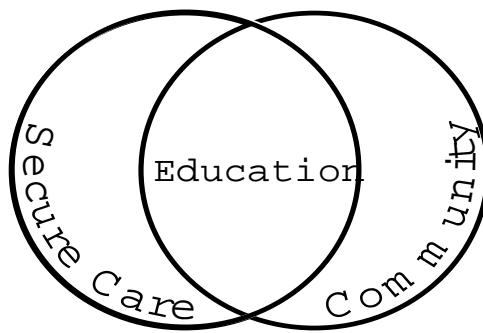
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CURRICULUM ACTIVITY PACKET 1

Who Am I?



Produced by *The Center for Educational Development**
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

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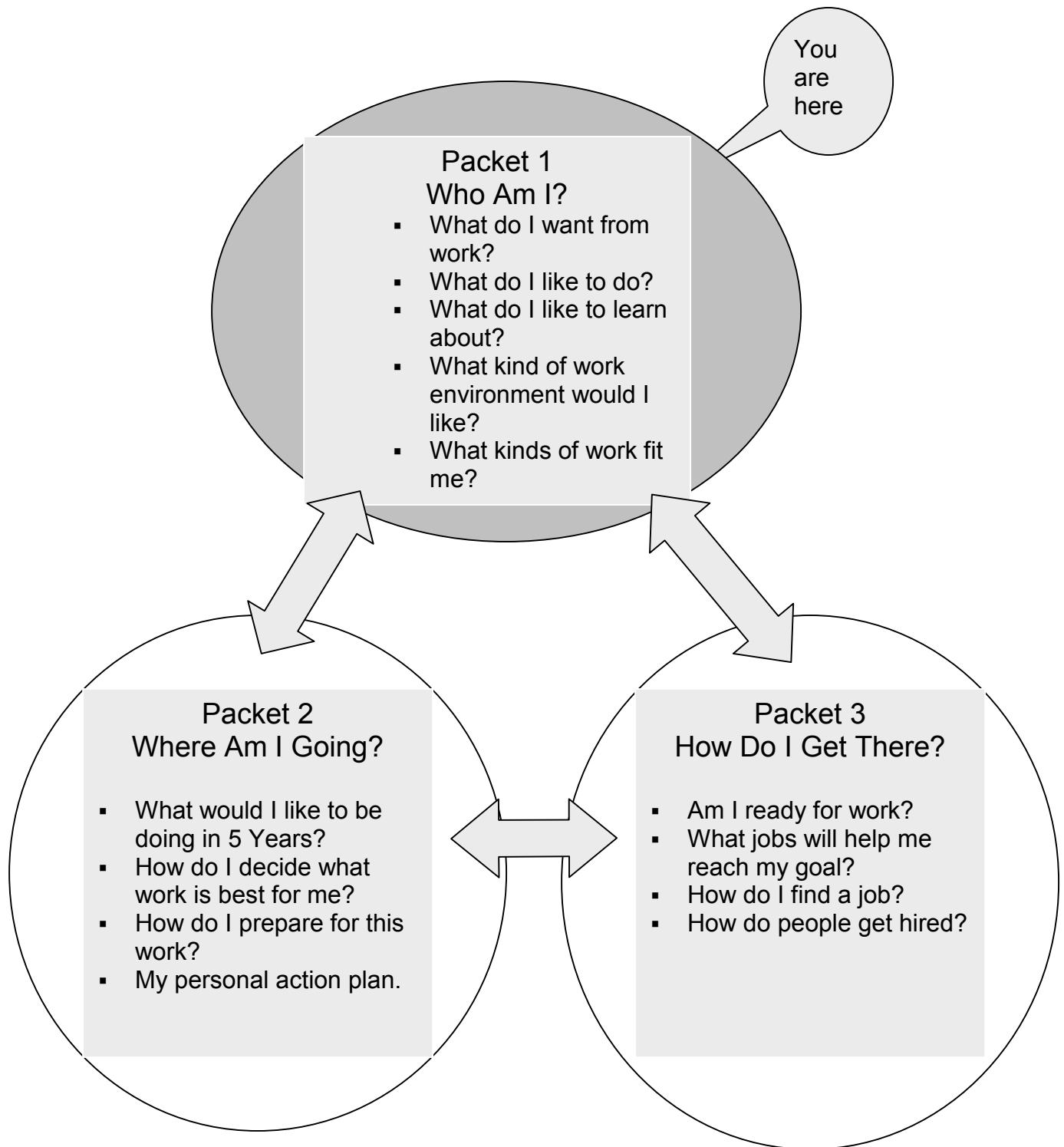
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Career Development Model



Getting the Most Out of This Curriculum

Merging Two Worlds is a career exploration and planning curriculum designed to help students prepare for the world of work and transition into the community. As the Career Development Model on the previous page shows, there are three phases to career planning. In the first phase, Packet 1, students explore their likes and dislikes to decide which interests, skills, values, and personality characteristics they want to apply to their work lives. While exploring themselves, students begin exploring the world of work to discover the kinds of jobs that match their preferences. The second phase, Packet 2, challenges students to evaluate career choices and culminates in developing a career action plan. The last phase, Packet 3, presents practical activities to help students prepare for the world of work.

Career development is a dynamic process, as illustrated by the double arrows in the model. Career planning is rarely a linear process—most people reevaluate early choices and decisions as they progress. Encourage students to reexamine their responses to activities in Packet 1 as they work through Packets 2 and 3.

Each Curriculum Activity Packet contains lessons with one or more activities for students ages eight to adult. Each lesson contains instructors' materials and activity worksheets for students. The activities are designed to assist students in gaining insight into their own personalities and how they might fit into the world of work. All activities require students to become involved in the learning process.


Of the ten lessons in Packet 1, the first has been designed to “set the stage” for the remaining lessons and the last lesson serves as an authentic assessment to measure the students' progress. A rubric for the last lesson has also been developed to provide both the instructor and student with an understanding of performance expectations. It is suggested that if any students do not demonstrate mastery, that the same concepts be reviewed using additional materials. (See the reference list).

Each lesson contains a variety of techniques to facilitate the learning process. The instructors' materials include the following information:

1. The purpose or overall goal of the lesson.
2. A statement of what the students should know when they complete the lesson.
3. A list of performance objectives from the Arizona State Standards that the lesson addresses (See ADE Webpage for complete lists of Standards).
4. Background information to assist the instructor.
5. Talking Points...Teacher—Student Dialogue give suggestions to introduce activities and ideas for reinforcing learning.

The objective of the program is for each student to develop realistic educational and career goals. Ideally, students will have the opportunity to complete all three packets. Each packet

builds on concepts introduced in previous lessons. Each lesson, however, will add to students' self-awareness and knowledge of the world of work. Even if a student cannot complete all the lessons, he/she will benefit from learning about how people choose careers and thinking about personal preferences.

The curriculum is designed for directed self-study. Your leadership, however, is critical for students' success. The **background information** explains how the lesson relates to career planning and is provided to help you motivate students to become involved in learning. The **Talking Points** are especially important to set the stage for activities and to reinforce learning concepts. Your feedback in response to students' career ideas is crucial if they are to develop realistic plans and goals. You can help students gain insight into their behavior and to accept their strengths and weaknesses. Questions which may prompt student discomfort are designated by a special  notation. Career planning is hard work—everyone needs lots of encouragement! Your honest feedback about what fits their personality style and abilities will show students you believe they can set goals and attain them.

All activity worksheets needed for the lessons are included, as are answer sheets, if appropriate. These can be duplicated for student use. If additional resource materials are needed, they are listed in the instructors' materials.

These lessons have been developed to assist students in gaining maturity and workplace knowledge. In addition, emphasis has been placed on integrated instruction to mix the state's standards for workplace readiness, language arts, and mathematics.

Finally, a word about the law. The Individuals with Disabilities Act (IDEA) Amendments of 1997, P.L. 105-17, mandates that transition services be a coordinated set of activities for special education students. This mandate requires that student activities be an outcome-orientated process promoting the movement from school to post-school activities. Further, these student activities must be based on the student's needs, taking into account their preferences and interests.

The IDEA Amendments of 1997 also require that a statement of transition service needs focusing on a student's course of study be included in the IEP by age 14. Furthermore, a statement of needed transition services, including a statement of interagency responsibilities or linkage if needed, must be included in the IEP by age 16. The Merging Two Worlds Curriculum is specifically designed with the law in mind to assist the correctional educators in the career planning process.

"Who Am I?" curriculum is designed for students to identify specific interests, preferences, and needs for career planning. This is of particular importance for students with disabilities in a secure care environment so they can successfully transition into the community and become contributing members of society. The student generated information collected in this process should be used by the correctional educator in the IEP transition planning process for students with disabilities.

Who Am I?

Packet 1 Overview

We all want to know how to turn our personal dreams into reality. Exploring ourselves and the world of work can help us visualize our future more clearly. Making career decisions and planning for the work world can guide our actions and increase our self-confidence.

Career exploration actually starts with exploring ourselves. The lessons in this packet guide students to discover their values, interests, personality traits, and skills. Students will explore the following questions, developing their own unique answers.

- What do I want from work?
- What do I like to do?
- What do I like to learn about?
- What kind of work environment would I like?
- What kinds of work fit me?

Your students will want to know whether career planning applies to their lives. You can help them realize that by setting goals and developing plans to achieve them they can reach their potential. Without plans, life just happens. We believe your students may have less insight about themselves and lower self-esteem than others their age. In addition, they may be more vulnerable to impulsive actions, and lack confidence that they can control their destiny. We hope you will create opportunities to build self-esteem by praising students for their efforts.

Although students will complete the activities on their own, the program's success depends on you. Students will need your honest feedback about ideas they develop as they work on the activities. At this stage, many students lack insight into their values, interests and skills. You can add tremendous value by helping students appraise themselves realistically. Communicating your observations of their behavior and your impressions of their interests can help them develop personal insight. At the same time, don't hesitate to address the consequences of their incarceration—they need to consider the impact on their future, without giving up hope that they can lead productive lives.

This packet has been designed to involve students in the first steps toward planning their future. The program's success hinges on the students finding out for themselves that they have the ability to set goals and attain them. The primary purpose is to build the personal skills and confidence of each student.

Your main challenge is to keep the students involved in the activities. Once they have the experience of making decisions and setting goals, students may change their personal beliefs about themselves and their future. If the students take the activities seriously and work hard at them, they will be able to develop a realistic view of themselves and their opportunities in the work world.

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ARIZONA ACADEMIC AND WORKPLACE STANDARDS

WORK PLACE

STANDARDS		LESSONS									
		1	2	3	4	5	6	7	8	9	10
WP-E1 PO 3	Demonstrate correct grammar and punctuation in writing										Y
WP-E1 PO 7	Identify the relevant details and facts of writing material			Y				Y	Y		Y
WP-E1 PO 8	Write formal communication that have a definite audience and clear purpose										Y
WP-E2 PO 1	Utilize information acquired from several sources and transfer information learned in one situation to another										
WP-E3 PO 2	Devise and implement a plan of action by specifying goals										
WP-E3 PO 3	Generate alternatives, consider risks, evaluate and choose solutions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
WP-E3 PO 4	Monitor progress and make adjustments to meet stated objectives										
WP-E3 PO 5	Reflect on the action taken to determine what has been gained, lost, or achieved										
WP-E4 PO 1	Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns	Y									
WP-E4 PO 2	Analyze the difference between individual and group decisions and accomplishments										
WP-E4 PO 3	Exert a high level of effort and perseverance toward goal attainment, as a team member										
WP-E4 PO 4	Assume leadership roles in team settings										
WP-E5 PO 1	Evaluate areas of interests and/or potential career choices	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
WP-E5 PO 2	Demonstrate work ethics and behaviors for success as defined by school and community								Y		
WP-E5 PO 3	Demonstrate the connection between academic skills & career pathways by identifying required education and training to achieve career choice(s)							Y	Y	Y	Y
WP-E5 PO 5	Identify careers which capitalize on individual strengths and weaknesses		Y		Y	Y	Y	Y	Y	Y	Y
WP-P5 PO 1	Write, evaluate and revise a career plan consistent with occupational interests, aptitudes and ability									Y	Y
WP-P3 PO 2	Respond to verbal and nonverbal messages that demonstrate understanding	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

LANGUAGE, WRITING

STANDARDS		LESSONS									
		1	2	3	4	5	6	7	8	9	10
WE1	Use correct spelling, punctuation, capitalization, grammar and usage along with varied sentence structure and paragraph organization to complete a variety of writing tasks										Y
WE2 PO 1	Write a personal experience narrative										
WE 3	Write a summary that presents information clearly and accurately		Y	Y	Y	Y	Y	Y	Y	Y	Y
WE 5 PO 2	Organize ideas in a meaningful sequence using smooth transitions										
WE 5 PO 4	Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject		Y	Y	Y	Y	Y	Y	Y	Y	Y
WE 6 PO 1	Write formal communications, such as personal or business letters, messages (in an appropriate format and for a specific audience and purpose)										
WE 6 PO 3	Express ideas that are clear and directly related to the topic	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

MATH

STANDARDS		LESSONS									
		1	2	3	4	5	6	7	8	9	10
1M-E1	Read, write and order integers, whole numbers and rational numbers		Y	Y	Y	Y					
1M-E1 PO 3	Read and write whole numbers, integers, common fractions and decimals using real world situations		Y	Y	Y	Y					
1M-E3	Demonstrate proficiency with the operations of multiplication and division of whole numbers										
1M-E3 PO 2	Calculate multiplication and division problems using contextual situations										
1M-E4 PO 1	Add, subtract, multiply and divide integers, positive fractions and decimals		Y	Y	Y	Y					
1M-E6 PO 2	Apply the appropriate strategy (e.g., estimation, approximation, rounding or exact numbers) when calculating to solve problems										
3M-E3 Po 1	Describe and use variables in a contextual situation										
3M-E3 PO 3	Translate a written phrase to an algebraic expression and vice versa (words to symbols and symbols to words)										
5M-E1 PO 2	Convert measurement units to equivalent units within a given system (customary and metric)										

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Merging Two Worlds

Packet 1 Who Am I?

Lesson 1 What's In It For Me?

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

Career Planning: What's In It For Me?

The purpose of this lesson is to introduce the students to the goals of this curriculum. Also, to provide an overview of the career planning process.

After successfully completing this lesson, the students will know: the steps of the career planning process and the importance of knowing themselves.

and be able to:

- Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns (WP 4)
(PO 1)
- Respond to verbal and nonverbal messages that demonstrate understanding (WP 3)
(PO 2)
- Generate alternatives, consider risks, evaluate and choose solutions (WP-E3)
(PO 3)
- Evaluate areas of interests and/or potential career choices (WP E5)
(PO 1)

Background Information

This lesson provides an opportunity for students to view the career planning process and consider why career planning is important.

Career planning is a dynamic process, as illustrated by the arrows in our model. Tentative job interests developed in the first step, “Who am I?” might be discarded after the student learns more about job expectations, work environment, or other factors. If that happens, encourage them to review their answers to activities in the first packet to help them revise their plan.

Career plans should be flexible and evolving. The enormous changes in the workplace created by technology, globalization, and “the new economy” are likely to continue at the same rapid pace. In ten years, there will be many jobs we can’t even imagine today. If your students learn how to go about the process of planning, they can revise their plans to take advantage of new opportunities and their own development. Success in the workplace depends on people starting somewhere and continuously learning new skills. The goal of this program is not to find one career to last a lifetime—but rather, a realistic starting point.

Talking Points...Teacher—Student Dialogue

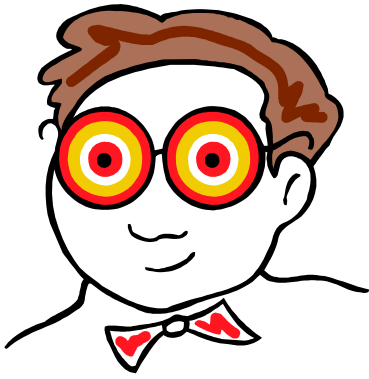
“If you find a career you love, your life will feel like a vacation.” Liz Harris

1. Post the above quotation, and discuss how it applies to this lesson.
2. Explaining how the course can benefit incarcerated students is important. Due to incarceration, they will have an opportunity to spend time thinking about how they would like to earn a living. Most people stumble into their first jobs. Your students will have a chance to learn about themselves and plan how to start a career they will actually like.
3. This is a good time to share your experiences in career planning. What did you learn about yourself and the work world from your first jobs? How did you decide on your current career?
4. Ask the following questions:
 - How do most people decide on what work to do?
 - Do you think these are good methods for deciding?
 - How can knowing about yourself help you make better decisions about your life and career?
 - What things about yourself would you want to know before choosing a career?
5. Give the student the handouts about career planning. Ask them to read them carefully.
6. Review the steps of career planning with the student, briefly describing each step.
7. Ask students what they think they will learn about themselves in the first step of the process, “Who Am I?”
8. Give the student the handouts for the activity *Everyday Things*. Ask the student to explain how needs and wants create jobs. If needed, help the student brainstorm job ideas related to the everyday objects listed in the activity.
9. Encourage students to try out the activities in order to discover some jobs they think would be of interest to them. Nearly everybody worries about finding a job with work they will like. If they take this career planning process one step at a time, they may become one of the lucky people who get paid for doing what they enjoy.

Learning Measurement: Ask students to write a paragraph that explains the three steps of the career planning process.

WIIFM—
What's in it for
me?

Lesson 1



How Do People Decide on a Career?

How do you think most people decide on their careers? You may know a few people who discovered what they wanted to do while they were young. They held on to their dream and made it happen. People like this are usually happy with their jobs and proud of their accomplishments.

It's never
too late
. . .

But most people don't know how to decide what they would like to do, so when it's time to get a job, they ask around. They drift into their first job because their uncle is a carpenter, or they have a friend who works at a company in the neighborhood. While it's a good idea to ask people for help when you're job-hunting, you may not end up with a job you like.

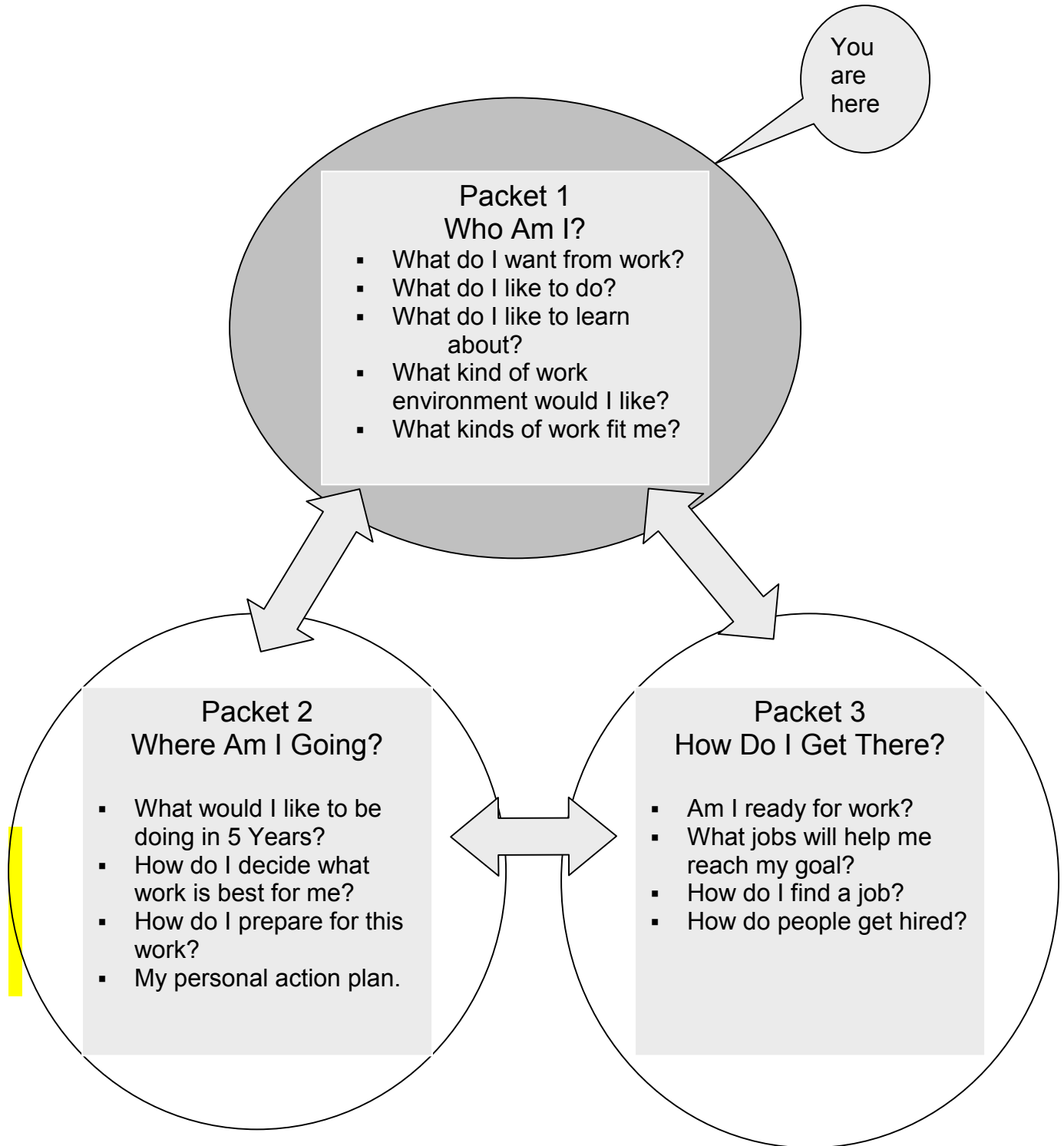
In this course, you'll have an opportunity to spend time thinking about how you would like to earn a living. Most people stumble into their first jobs. You'll have a chance to learn about yourself and plan how to start a career you will actually like.



How Do I Plan?

Study the handout on the next page. It shows the three steps in developing a career plan. You'll be looking at step one in this packet and steps 2 and 3 in later units. You'll notice that there are arrows pointing in all directions. That's because good planning doesn't follow a straight line. You may learn something in the 2nd or 3rd packet that causes you to come back to this unit and think again about your answers.

Steps in Career Planning





In this packet, “**Who Am I?**” you’ll be doing lots of activities to find out more about yourself—what you like to do, what you like to learn about, and what you’re good at doing. Discovering your preferences is the first step towards getting paid for working at something enjoyable.

People who know what they like will have a better chance of finding a job they will enjoy.

For Instance:

Like to play computer games? Think about designing them.

Like to organize activities? Choose a job that could lead to a supervisory position.

Enjoy talking with people about their problems? Consider becoming a counselor.

This program is for you. You’ll get as much out of it as you put into it. This is your chance to discover the kind of work that makes you glad to get up every morning.

Coming Attractions...

Worth Their Weight in Gold... Exploring My Values

- What do I want from work besides money?
- Do I want to work my way up, or is that too much responsibility?
- What kinds of jobs match what I want?

Knowing Who You Are Will Get You Where You Are Going

- What do I like to learn about?
- What do I like to do for fun?
- Is there such a thing as interesting work?

I Can Do That! Exploring My Skills

- What am I good at?
- What do I like to do?
- How can I get paid for what I like to do?

Putting the Pieces Together... Envisioning a Career

- What work fits me?
- What will I be doing in 5 years? In 10 years?

Name _____

Date _____

Graffiti Boards

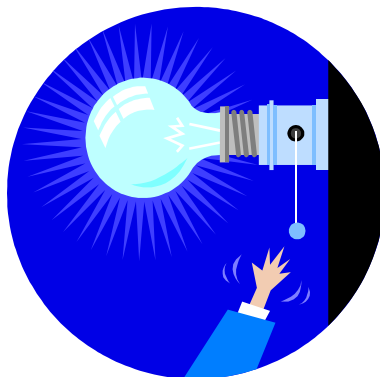
In each box below, write one thing you'd like to get from this course. What would you like to learn about yourself or the world of work?

A large, empty rectangular box with a dotted border, intended for a student to write their response.A large, empty rectangular box with a dotted border, intended for a student to write their response.A large, empty rectangular box with a dotted border, intended for a student to write their response.

Everyday Things

Have you ever wondered how jobs come about? Jobs are created to solve problems—to provide a product or service that someone needs or wants. A few years ago people wanted smaller computers, so Steve Jobs started Apple Computers and built the first PC. When he started, he needed just a few people to help him build computers. Once the idea caught on, and people bought more and more computers, he needed more people to help him. He needed people to: sell them, improve them, build them, ship them, and teach people how to use them. Today computers are so popular that the companies who make them hire thousands of people to help with everything from advertising to warehousing.

In this activity, you'll think about common objects to consider all the different kinds of jobs necessary to produce and deliver them. For example, how did construction work come about? Human beings need shelter, so people have jobs designing, building, advertising, selling, decorating and repairing homes.



Name _____

Date _____

Below are several everyday things. Think of as many career ideas as possible for each object. Be creative! For example, watermelon might elicit the following ideas: farmer, trucker, grocery clerk, food broker, chef, creating a web site with recipes, and a web site that sells food.

Everyday object: chair

Career ideas:

Everyday object: house

Career ideas:

Everyday object: CD Player

Career ideas:

Everyday object: aspirin

Career ideas:

Everyday object: telephone

Career ideas:

Everyday object: car

Career ideas:

Everyday object: computer

Career ideas:

List here types of jobs you'd like to find out about:

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Merging Two Worlds

Packet 1 Who Am I?

Lesson 2 Worth Their Weight in Gold—
Exploring My Values

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Arizona Department of Education

WORTH THEIR WEIGHT IN GOLD— EXPLORING MY VALUES

The purpose of this lesson is: to identify personal values and understand how students can use this self-knowledge in making a career choice.

After successfully completing this lesson, the students will know: their personal work related values.

and be able to:

- Identify the relevant details and facts of written material (P 1)
(PO 7)
- Generate alternatives, consider risks, evaluate and choose solutions (WP 3)
(PO 3)
- Evaluate areas of interest and/or potential career choices (EP 5)
(PO 1)
- Identify careers that capitalize on individual strengths and weaknesses (WP 5)
(PO 5)
- Respond to verbal and non-verbal message that demonstrates understanding (WP 3)
(PO 2)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding (WE 5)
(PO 4)
- Express ideas that are clear and directly related to the topic (WE 6)
(PO 3)
- Read, write and order integers, whole numbers and rational numbers (1M–E1)
- Add, subtract, multiply and divide integers (1M–E1)
(PO 1)

Background Information

In the last lesson, students were introduced to the career planning process, which begins with self-assessment. In this lesson they begin their journey of self-discovery. Students will complete activities to help them identify their values and see how they relate to finding meaningful careers.

A value is anything to which a person gives worth, merit or meaning. It is a quality that makes something desirable. Whenever a person says that something is important or has significance, they are stating a value. Work-related values are the things we want to get from work.

Things a person would like to have or things on which a person would want to spend money, such as new clothes, a nice house for the family or a college education can express a value.

A value could also be expressed by qualities a person admires in other people, such as courage, kindness, love or imagination.

Another expression of values may be found in conditions of life that people desire, such as friendship, good health, security, adventure or freedom.

When students identify what values are operating most strongly, they can make career decisions that will be right for them.

Talking Points...Teacher—Student Dialogue

“Knowledge is like a garden, if it is not cultivated, it cannot be harvested.” Guinea proverb

1. Post the above quotation, and discuss how it applies to this lesson.
2. Set the stage for this lesson by using concepts in the background information above to clarify what values are and how they relate to choosing a career. Explain to students that discovering their values will help them decide the kind of company, work environment and industry where they will feel satisfied. Give the student the handout that introduces this lesson.
3. Give the student Activity 1, *My Early Dreams*, and allow time to complete the activity. Review student responses. If needed, help them think of careers that are compatible with the values they identify in the activity.
4. To introduce Activity 2, *Silent Values Auction*, ask the following questions:
 - What happens at an auction?
 - How do people decide how much to spend?
5. Distribute *Budgeting Values* handout. Explain directions at the top of handout and ask the student to complete the handout by considering the importance of each value to them.
6. After the student has completed the activity, ask the following questions:
 - Did you budget most of your money on just a few things or on quite a few?
 - What might that mean?
 - What impact will your values have on work that you choose?
7. Have students compare their important values from the *Early Dreams* activity and the *Values Auction* activity for any similarities. Discuss how their values have evolved.
8. Look at the 3 current career ideas the student lists in the *Early Dreams* activity. At this point, these are tentative choices. Help the student start thinking realistically: how much education or training is required? Are they willing to commit to the required preparation?

Learning Measurement. Ask students to write a paragraph describing at least three things they have learned about their values and how they relate to making a career decision.

Exploring My Values Lesson 2

WORTH THEIR WEIGHT IN GOLD— EXPLORING MY VALUES

Have you ever wondered what makes people show up for work everyday? One obvious answer is—a paycheck. But money isn't all that people want from work. In fact, research shows that most people think some things are more important than money. People who like their work — and there really are millions of them! — usually rate pay as the # 8 value in a list of 10. Here are some things people might value more than money: recognition for doing a good job, working as part of a team, building something people need, or helping people improve their lives.

What would make *you* show up for work everyday? Once you have a regular paycheck, you'll want satisfying work to keep you coming back. The aim of this lesson is to discover your work values—the things you want to get from work to feel it's worth the effort. When your work fits with your values, work isn't just a way to pay the bills; it's fulfilling and exciting.

Once you identify which values are most important, think about the kinds of work that would provide them. That's an important step in making career decisions that will be right for you.



Name _____

Date _____

My Early Dreams

As children, most people have dreams about what they want to be when they grow up. What jobs sounded good to you when you were a child? As you get older, you may no longer want that dream, or may feel that it is unrealistic, but you may still want some of the values those dreams represent. Complete the following activities.

1. When I was little, I wanted to be a _____.
2. In the list below, "My Values," circle the values, or reasons, why you wanted that job/career.
3. Look at the list again. Write below five (5) values that are most important to you **today**. Have your values changed?

_____	_____	_____
_____	_____	_____

My Values:

Achievement	Cooperation	High Income
Respect	Advancement	Creativity
Honesty	Security	Ambition
Influence	Service	Artistry
Knowledge	Status	Entrepreneur
Independence	Leadership	Team Work
Beauty	Excitement	Loyalty
Time freedom	Physical activity	Known as an expert
Trust	Challenge	Fame
Wealth	Change and variety	Fast pace
Power	Competence	Freedom
Predictability	Work alone	Competition
Friendship	Privacy	Contribution
Helpful	Recognition	Wisdom

Name _____

Date _____

Budgeting My Values

Our choices in any situation reflect our values. This activity gives you a chance to see how your values affect your choices in spending. Below is a survey to help you determine what your values are. It's fun, and you may learn some surprising things about yourself!

Directions

Imagine that you have \$10,000.00 and a list of possible items to spend it on. Read the list of items carefully. In the space to the right of each item, decide how much of your \$10,000.00 you would pay for that item. Allocate money only to those items you really want to have. The more important the item is to you, the more money you should budget for it. You can spend \$500.00 on one item, and \$100.00 on another. You can spend no money on items that don't appeal to you at all, and you can spend your entire \$10,000.00 on one item if that's what you want to do. Spend **all** of your \$10,000.00—you can't take it with you. If you find you have overspent, go back and change the amounts until it equals \$10,000.00. Do the same if you have not spent all your money.

Remember that your choices will reflect the values that are most important in your life at this time. Five years ago they might have been different. Five years from now they probably will be different, reflecting your movement and growth over time.

Items to Buy

Amount Spent

- | | |
|--|-------|
| 1. A chance to rid the world of prejudice | _____ |
| 2. A chance to serve the sick and needy | _____ |
| 3. A guarantee to become a famous person
(movie/music star, sports hero, astronaut, etc.) | _____ |
| 4. An idea that will bring you money and fame | _____ |
| 5. Perfect understanding of the meaning of life | _____ |
| 6. A vaccine to make all persons incapable of theft or lying | _____ |
| 7. A chance to set your own working conditions | _____ |
| 8. To own stock in a highly successful company | _____ |
| 9. The Presidency of the United States | _____ |
| 10. The perfect love affair | _____ |
| 11. A house with a beautiful view, with your favorite works of art | _____ |

Name _____

Date _____

Items to Buy

12. To be the most attractive person in the world _____
13. To live to one hundred with no illness _____
14. The most complete library of great books for your own
private use. _____
15. Harmony with God, doing God's work _____
16. A way to rid the world of unfairness _____
17. The resources to donate one million dollars to your favorite
charity _____
18. To be voted outstanding person of the year and praised in
every newspaper _____
19. To master the profession of your choice _____
20. Time with nothing to do but enjoy yourself, with all needs
and desires automatically met _____
21. To be the wisest person in the world _____
22. A scheme to sneak "truth serum" into the drinking water _____
23. A way to do your own thing, without hassles _____
24. A large room full of silver dollars _____
25. The love and admiration of the whole world _____
26. Peace of mind _____
27. Your own powerful computer, for any and all facts you
might need _____

Name _____

Date _____

Key

Below is a definition for each value in this activity. Check it after you have allocated your money.

1 & 16	Justice	The quality of being impartial or fair
2 & 17	Humanitarianism	Regard for the interests of others
3 & 18	Recognition	Being made to feel significant and important
4 & 19	Achievement	Accomplishing goals
5 & 21	Wisdom	Insight, good sense, judgment
6 & 22	Honesty	Straightforwardness, integrity
7 & 23	Autonomy	Able to be independent
8 & 24	Material wealth	Abundance of material possessions
9	Power	Authority or influence over others
10 & 25	Love	Affection, attachment to others
11	Aesthetics	The appreciation and enjoyment of beauty
12	Physical attractiveness	Concern for the appearance of one's body
13	Health, physical well-being	Concern for the health of one's body
26	Emotional well-being	Freedom from overwhelming anxieties
20	Pleasure	Satisfaction or gratification
14 & 27	Knowledge	The seeking of truth and/or information
15	Religious faith	Communion with and action in behalf of a Supreme Being

For which 3 items did you budget the most money? What is the value from the list above?

Top 3 Items:	The Value
1. _____	_____
2. _____	_____
3. _____	_____

Look at the values you selected in "My Early Dreams" and in this activity. What do you consider your top 3 values? That is, what are the 3 things you'd like to get from work?

1. _____
2. _____
3. _____

List 3 realistic careers that would be compatible with your current values:

Merging Two Worlds

Packet 1 Who Am I?

Lesson 3 What's Your BQ (Belief Quotient)?

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

What's Your BQ (Belief Quotient)?

The purpose of this lesson is for students to become aware of the relationship between self-esteem and goal-setting. Students will assess their self-esteem, self-confidence, and ability to get along with others.

After successfully completing this lesson, the students will know: how their beliefs influence their decisions.

and be able to:

- Utilize information acquired from several sources and transfer information learned in one situation to another (WP 2)
(PO 1)
- Generate alternatives, consider risks, evaluate and choose solutions (WP 3)
(PO 3)
- Respond to verbal and non-verbal messages that demonstrate understanding (WP 3)
(PO 2)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject (WE 5)
(PO 2)
- Express ideas that are clear and directly related to the topic (WE 6)
(PO 3)
- Read, write and order integers, whole numbers and rational numbers (IM-E4)
(PO 1)
- Add, subtract, multiply and divide integers, positive fractions, and decimals (IM-E4)
(PO 1)

Background Information

This lesson discusses the connection between personal beliefs and success. Our level of self-confidence influences our decisions and often determines whether we set goals. People with low self-confidence often exhibit a “victim’s mindset,” believing that they have little control over the events and circumstances that occur in their life. Such people rarely set goals, because they don’t see the use. If they do make decisions about the future, they tend to under-rate their abilities and potential.

Students will examine their assumptions and beliefs and practice reframing them. Beliefs about ourselves are often habitual thoughts. We can change our thoughts by looking at a situation from a new perspective.

Martin Seligman is a psychologist who has studied optimism and pessimism extensively. His research shows that the way a person explains events is a strong predictor of success. Pessimists explain life’s events as **permanent** (“These things always happen to me”), **pervasive** (“Everything is ruined”) and **personal** (“It’s all my fault”). Seligman has conducted many studies to demonstrate optimists are more successful than pessimists. In one study, people were hired to sell insurance who didn’t meet the usual hiring criteria but scored high on Seligman’s optimism scale. They outsold—by 88 percent—experienced salespeople who were pessimistic.

In this lesson, students will assess their self-esteem, confidence, and ability to get along with others. One value of assessments is that students learn the behaviors related to each concept by reading the questions. Remember, however, that such self-reports may be inaccurate—many people like to believe they have confidence even if they don’t. Here are some behavioral indicators of low self-esteem and lack of confidence:

- **Boasting and bragging.** Often the person is trying to hide from himself and others how he/she feels about himself.
- **Put-downs** of self and others. People with low self-esteem often put themselves down. Even if they say such things with humor, they often believe what they say. People who put others down are often saying more about themselves than the other person.
- **Procrastination.** Putting things off till the last minute allows a person to say, “It would have been better if I’d had enough time.”
- **Failure to make decisions.** People who lack confidence often believe they can’t influence life’s outcomes. They believe it is better to drift along than make decisions and set goals that they can’t attain.
- **Setting unrealistic goals.** Setting goals that one doesn’t intend to work towards is the flip side of not setting any goals. There are lots of ways a person can rationalize the inability to reach goals—and it allows the person to hold on to their personal belief system.

When students have a realistic view of their abilities and chance for success, they can make choices and achieve their goals.

Talking Points...Teacher—Student Dialogue

“We can do anything we want to do if we stick to it long enough.” Helen Keller

1. Post the above quotation, and discuss how it applies to this lesson.
2. Set the stage for this lesson by asking students to describe self-esteem and confidence.
3. Create a dialogue about the connection between our beliefs and success in attaining goals. Emphasize that confidence often has more to do with success than ability. Confident people know that attaining goals doesn't happen by magic—it requires effort. Confident people are willing to expend the effort and keep trying.
4. When you give the student the assessments in this lesson, emphasize that this information won't be shared with anyone else. The results are just for them—so be honest.
5. Explain that getting along with others is an important aspect of succeeding at work. Employees have to get along with their bosses, co-workers, and customers. Discuss the fact that a person can't acquire “people skills” overnight—they take lots of practice!

Learning Measurement. Ask students to write a paragraph that describes what they think their life will be like in 5 years*. Then write a second paragraph that reframes this scenario into a positive outcome. In a third paragraph, the student should describe the assumptions and beliefs they will change to make the second scenario happen. Point out that even if the student will still be incarcerated, they can make positive use of their time and prepare for their future.

*or 1 year, or 6 months, or 3 months.

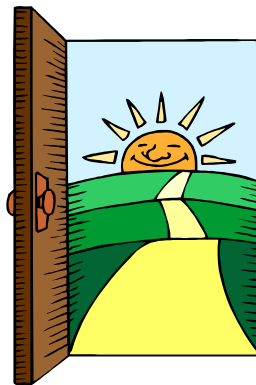
What's Your
BQ (Belief
Quotient)?
Lesson 3

Confidence

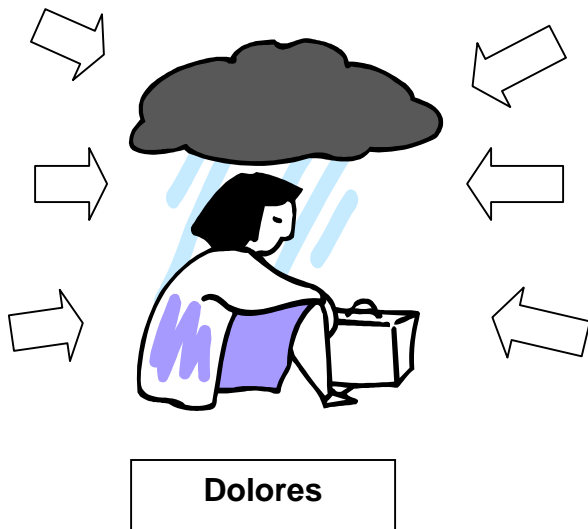
Why are some people able to set goals and attain them while others drift through life, trapped in addiction, crime, and dead-end jobs? Confidence, rather than talent or training, usually makes the difference.

Confidence is your belief in your own ability. Your confidence is your view of yourself — and it isn't necessarily based on reality. What do you believe about your abilities? Is your view realistic, or do you tend to underrate yourself?

Developing confidence and self-esteem is important when planning your work and life. Most people choose what they think they can achieve. Rarely do they choose to do what they think is impossible. Do your beliefs about what is possible keep you from choosing what you really want from life?

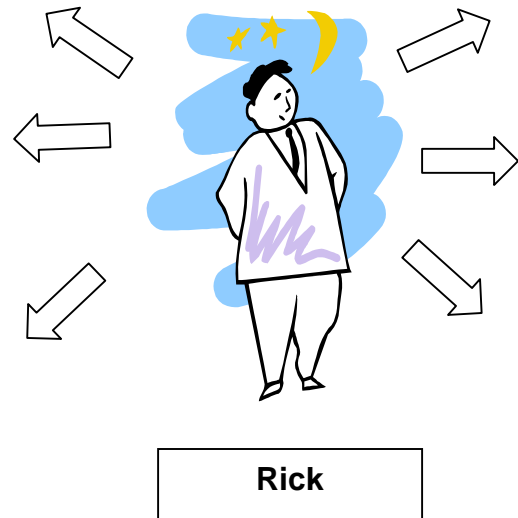


What's Your BQ (Belief Quotient)?



Dolores isn't a very happy person. She believes things aren't really within her control. The arrows represent her thoughts—things are always happening *to* her, controlled entirely by the outside world. This belief leads her to avoid making decisions or taking action to achieve her goals. She often sees herself as a victim of the system or other people. She has quit trying to succeed. She often feels helpless and hopeless.

Dolores' interpretation of events: "If only... there's nothing I can do; that's just the way I am." When things don't go the way she planned, she feels helpless and gives up.



Rick is a confident person. He takes action to make things happen. By setting goals and planning, Rick works to achieve the things he wants in life. He knows that not everything is within his control—unforeseen things do happen. However, he believes he can overcome problems. Rick feels that some of the best things in his life happened as a result of an obstacle or change he didn't predict.

Rick's interpretation of events: "I can choose a different approach. I control my own feelings. I will..." When things don't go as planned, he refuses to believe he is helpless and is optimistic that things will work out for the best.

Name _____

Date _____

Roberto's Story

"I barely graduated from high school. I feel I was lucky to get my diploma—most of my grades were C's and D's. I paid a lot more attention to my friends than my schoolwork, so I never learned to study. I grew up feeling dumber than everyone else. When I got out of high school, I didn't even consider going to college or a trade school. I went to work as a helper at a construction company and later became a carpenter. I learned to be good at my work, and even became a supervisor.

Several years ago, I hurt my back and had to have surgery. My doctor told me I should find another way to earn a living, or I would injure my back again. I decided to confront my old beliefs about not being smart enough to do well in school. I enrolled in a psychology course at a community college. I enjoyed learning about human behavior and received an A for my hard work. The experience changed my life. By changing my old beliefs about my abilities, I was able to get a college education and change my career path. I now have a degree in psychology and work as a counselor. Roberto changed his beliefs about school, which increased his career choices.

Old Beliefs

I can't do well in school.
I'm not smart enough to go to college.
College is too hard for me.

New Beliefs

I can get good grades.
I can pass the course.
By working hard, I can succeed.

Your Turn: Identify your own beliefs about your career and write them below. Then change each one to a new positive belief.

My Current Beliefs

My New Beliefs

Name _____

Date _____

Self-esteem

How often is this true about you?

	Never	Seldom	Not Sure	Most of the time	Always	My Score
1. I look nice	1	2	3	4	5	
2. People like me	1	2	3	4	5	
3. I am helpful	1	2	3	4	5	
4. I do good work	1	2	3	4	5	
5. My family is proud of me	1	2	3	4	5	
6. People like to have me join their group	1	2	3	4	5	
7. I do the best I can with what I've got	1	2	3	4	5	
8. I am proud to be me	1	2	3	4	5	

Self-esteem total _____

Name _____

Date _____

Confidence

How often is this true about you?

	Never	Seldom	Not Sure	Most of the time	Always	My Score
1. I like to try new things	1	2	3	4	5	
2. I can become good at most things I really want to do	1	2	3	4	5	
3. When I want to learn something, I keep trying until I get it	1	2	3	4	5	
4. If I make a mistake or if I am wrong about something, I admit it	1	2	3	4	5	
5. If I am afraid to do something, I admit it	1	2	3	4	5	
6. If a job is too hard for me to handle by myself, I ask for help	1	2	3	4	5	
7. I am willing to listen to other people's ideas, even if they are different from mine	1	2	3	4	5	
8. I can take care of myself pretty well	1	2	3	4	5	

Confidence total _____

Name _____

Date _____

Getting Along

How often is this true about you?

	Never	Seldom	Not Sure	Most of the time	Always	My Score
1. I am a cheerful person	1	2	3	4	5	
2. I am polite	1	2	3	4	5	
3. I make friends easily	1	2	3	4	5	
4. I am easy to get along with	1	2	3	4	5	
5. I like to meet new people	1	2	3	4	5	
6. I feel comfortable with most people, even if they are different from me	1	2	3	4	5	
7. I have a good sense of humor	1	2	3	4	5	
8. I can control my temper	1	2	3	4	5	

Getting Along Total _____

Name _____

Date _____

Respect for Self and Others

How often is this true about you?

	Never	Seldom	Not Sure	Most of the time	Always	My Score
1. I respect other people's things	1	2	3	4	5	
2. I respect other people's personal and civil rights	1	2	3	4	5	
3. I respect other people's ways of looking at things, their lifestyles, and their attitudes	1	2	3	4	5	
4. I respect my own beliefs and values and express them to others	1	2	3	4	5	
5. I know what I believe is "fair" and "not fair" and express them to others	1	2	3	4	5	
6. I make decisions based on what I believe	1	2	3	4	5	
7. When friends go through hard times, I talk to them about how they feel	1	2	3	4	5	
8. I show appreciation for things others do for me	1	2	3	4	5	

Respect Total _____

Name _____

Date _____

Graph Your Totals

1. Copy your totals below.

Self-esteem _____

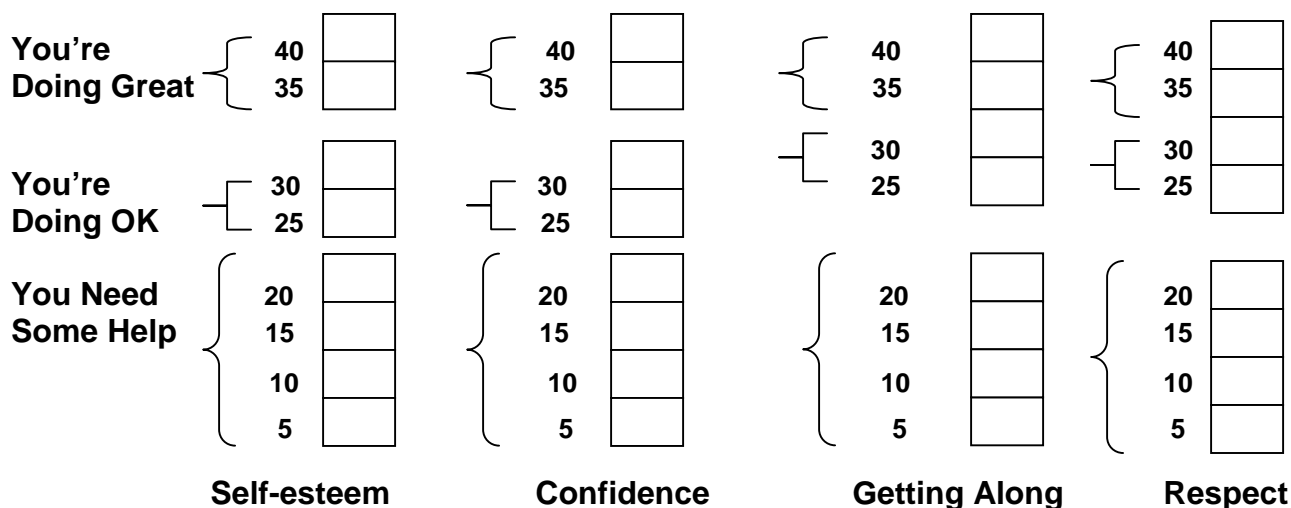
Getting Along _____

Confidence _____

Respect _____

2. On each of the bars below, make a mark to show your total.

3. Darken the bar up to that mark.



Read Your Graph

1. In which ones are you *doing great*? _____
2. In which ones are you *doing ok*? _____
3. In which ones do you *need help*? _____

One reason you make a career plan is so you can figure out what you need to do before you look for a job. If you need some help with your self-esteem, confidence, or ability to get along, now is the time to get it.

Merging Two Worlds

Packet 1 Who Am I?

Lesson 4 What Charges Your Batteries?
Exploring My Personality

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

What Charges My Batteries? Exploring My Personality

The purpose of this lesson is for students to identify their preference for extraversion or introversion.

After successfully completing this lesson, the students will know: how self-esteem affects decision-making and how they can use their self-knowledge of personality preferences in career choice.

and be able to:

- Utilize information acquired from several sources and transfer information learned in one situation to another. (WP 2)
(PO 1)
- Generate alternatives, consider risks, evaluate and choose solutions. (WP 3)
(PO 3)
- Evaluate areas of interest and/or potential career choices. (WP 5)
(PO 1)
- Identify careers which capitalize on individual strengths and weaknesses. (WP 5)
(PO 5)
- Respond to verbal and non-verbal messages that demonstrate understanding. (WP 3)
(PO 2)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject. (WE 5)
(PO 2)
- Express ideas that are clear and directly related to the topic. (WE 6)
(PO 3)
- Read, write and order integers, whole numbers and rational numbers. (PO 1)
(IM-E4)
- Add, subtract, multiply and divide integers, positive fractions, and decimals. (IM-E4)
(PO 1)

Background Information

These two activities will introduce the students to the concept of personality preference. After identifying their personal preference of extraversion and introversion, they will apply what they have learned about themselves to various possible career choices. This lesson will give them additional information about themselves to consider as they “try on” different careers.

The activities in this lesson are based on the Myers-Briggs Type Indicator. The extraversion and introversion preferences are only two of the eight preferences measured by this instrument. We have chosen the preferences of extraversion and introversion because they are most easily self-identifiable and have clear application to the workplace.

Students will answer two important questions in this lesson. 1. Where do I get energy--from others or from inside myself? 2. Where do I prefer to focus my attention—things going on in the outer world or what I’m thinking about inside my head?

Extraverts are drawn to people, events, and activities—the outside world. If they try to do something alone, they may feel only half-alive. One extravert said, “I’d rather talk to the chair than just sit by myself.”

Connecting with their own thoughts, feelings, ideas, and awareness—their inner world—would recharge introverts. They prefer to do things by themselves. And after hi-intensity times interacting with lots of people, nothing is better than putting on their headphones and being by themselves.

This preference is not about shyness or being the life of the party! It’s about how we get energized and where we naturally focus our attention. Just like the other aspects of personal awareness (interests, values, skills), this is one more piece of self-awareness to take into consideration in choosing a career.

As a teacher, you have a mixture of extraverts and introverts in your classroom. Some of the characteristics of students in your classroom:

Extraverted Student:

Likes variety and action
Enjoys talking out loud
Acts before thinking
May be easily distracted
Energized by interacting
Expresses thoughts openly
Says what they are thinking
Outgoing

Introverted Student:

Likes individual one-on-one activities
Enjoys being able to sit back and think
Thinks before acting
Can tune out distractions
Tired out by too much interaction
May not express inner thoughts
Considers an idea before discussing it
Private

Talking Points...Teacher—Student Dialogue

“Knowing when to keep your mouth shut is invariably more important than opening it at the right time.” Malcolm Forbes

1. Post the above quotation, and discuss how it applies to this lesson.
2. Introduce this lesson by saying that each of us has a unique personality. Our personality characteristics have an impact on the types of work we would enjoy. The purpose of this lesson is to learn more about how you like to relate to the world. Give the student the handout that introduces this lesson and ask him/her to read it.
3. Ask the following questions:
 - Have you ever wondered why some situations seem to give you energy while others leave you feeling drained?
 - Do you enjoy working in larger groups with a variety of people?
 - Do you enjoy working alone or prefer to work with one or two other people?
4. Explain to students that they are now going to have the opportunity to look at a part of themselves called personality preference. Using the background information ask students to give a brief description of extraversion and introversion. Explain that by identifying their own preference style they can choose work settings that will be energizing and upon which they can focus naturally and easily. Distribute *Communication Preference* handout. Review directions and have students complete and score.
5. Discuss the student's score with them. Compare their score with your impressions of their behavior in class. Remember, however, that some students may portray themselves as extraverts (particularly around peers) when they really prefer introversion.
6. How can you use what you have learned about yourself in choosing a career that is a good fit for you?
7. Distribute *Careers and Personality Preference* handout. Have the student complete the top section and discuss their responses.
8. Have students individually (or with a partner) research one of the careers that matched their preference for extraversion and introversion in the Occupational Outlook handbook.
9. Remind students that no career is going to be a perfect fit with their interests, values, personality and skills. They are learning about themselves so that they can find work that fits as many parts as possible!

Learning Measurement. Have each student write two paragraphs about the career they researched. Collect paragraphs for evaluation and feedback.

Optional Activity

To demonstrate the concept of preference, ask the student to write their name and address on a piece of paper. Next, ask them to put their pen or pencil in their other hand and again write their name and address.

After they have finished, process the experience by asking their reaction to the activity. Discuss the difficulty of each, quality of finished product, degree of concentration necessary and how they felt as they were writing each way. Include your observations as well as their comments as you process. Some reactions might be:

Preferred Hand

Easy
Looks good
No brainer

Non-Preferred Hand

Hard to do
Messy
Frustrating

Ask the student what he/she thinks would happen if they practiced writing with their non-preferred hand every day for three hours. Eventually what would happen? Explain that the purpose of this activity is to see what situations there are in which we do well and get energized naturally. Just as important, they can use this information to discover what they can work on so that they can be effective in other situations as well.

Exploring My Personality

Lesson 4

What Charges My Batteries? **Exploring My Personality**

Have you ever wondered why people are different? A person's behavior and choices reflect their personality. In this lesson, you will have an opportunity to learn some interesting things about your personality. You will answer two important questions:

1. Where do I get energy--from others or from inside myself?
2. Where do I prefer to focus my attention—things going on in the outer world or what I'm thinking about inside my head?

This preference is not about shyness or being the life of the party! It's about how we get energized and where we naturally focus our attention. Just like the other aspects of personal awareness (interests, values, skills), this is one more piece of self-awareness to take into consideration in choosing a career.

Of course, the preference you will be exploring is not all there is to your personality. But it has a clear application to the workplace. Matching your preference to the type of work you choose will help you stay energized and feel competent.

After you have discovered your personality preference, you will have the chance to explore some career fields that match your preference.



Name _____

Date _____

Communication Preference

Directions: There are no “right” or “wrong” answers to these questions. Read each question carefully and indicate your answer by circling either “A” or “B.” Do not think too long about any question—your first reaction is the best one. Total your A’s and B’s and decide which is your preference.

1. Are you usually
 - A. A “good mixer”
 - B. Rather quiet and reserved
2. When you are with a group of people, would you usually rather
 - A. Join in the talk of the group
 - B. Talk with one person at a time
3. Do you think that the people close to you know how you feel
 - A. About most things
 - B. Only when you have had some special reason to tell them
4. Among your friends are you
 - A. Full of news about everybody
 - B. Unlikely to be the first to tell about news of others
5. When you are at a party, do you like to
 - A. Help get things going
 - B. Let the others have fun in their own way
6. Do you
 - A. Talk easily to most people as long as you have to
 - B. Find a lot to say only to certain people or under certain circumstances
7. In a large group, do you more often
 - A. Introduce others
 - B. Get introduced
8. Which work appeals to you more
 - A. Speak about something
 - B. Think about something
9. Are you
 - A. Easy to get to know
 - B. Someone who takes a while to get to know

Name _____

Date _____

10. Which work appeals to you more

- A. Talkative
- B. Quiet

11. At parties, do you

- A. Always have fun
- B. Sometimes get bored

12. Can the new people you meet tell what you are interested in

- A. Right away
- B. Only after they have a chance to really get to know you

13. Which word appeals to you more

- A. Party
- B. Movie

14. Do you tend to have

- A. Lots of friendships with many different people
- B. Deep friendships with a very few people

15. Which word appeal to you more

- A. Sociable
- B. Private

of A's: _____
Extravert Score

of B's: _____
Introvert Score

My preference is: _____

Name _____

Date _____

Careers and Personality Preference
What do you think?

After reading the following list of careers, decide whether each would be a better fit for a person with a preference for extraversion or introversion. Think about it and place an “I” or an “E” in the space to indicate your opinion. Decide which type would be energized by the job. If you’re not sure put a “?”

_____ Computer technician	_____ Carpenter
_____ Forest ranger	_____ Waiter
_____ Restaurant manager	_____ TV technician
_____ Accountant	_____ Counselor
_____ Firefighter	_____ Web page designer
_____ Environmental researcher	_____ Emergency room nurse
_____ Computer salesperson	_____ Long distance truck driver

Choose at least one of the careers that match your preference for extraversion or introversion. Individually, or with a partner, research the career in the Occupational Outlook Handbook. Write a paragraph giving three specific aspects of the job duties that fit your preference. Write a second paragraph telling how it fits with your interests and values.

Paragraph 1

I have researched the career of _____. This job fits my preference because...

Paragraph 2

How does this career fit with your interests and values?

Remember! You can be successful at any career with any preference! Knowing your preference can help you know what you do well naturally as well as to know what things you need to pay attention to and practice. Knowing your personality preference gives you one more piece of the puzzle.

Merging Two Worlds

Packet 1 Who Am I?

Lesson 5 Knowing Who You Are Will Get You
Where You Are Going:
Exploring My Interests

Produced by *The Center for Education*
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Arizona Department of Education

**KNOWING WHO YOU ARE
WILL GET YOU WHERE YOU ARE GOING
EXPLORING LEARNING STYLES & INTERESTS**

The purpose of this lesson is for students to complete four activities that will help them identify their interests and learn how interests can relate to career choices.

After successfully completing this lesson, the students will know: their personal learning styles and interests and see how their interests relate to specific career areas.

and be able to:

- Generate alternatives, consider risks, evaluate and choose solutions (WP 3)
(PO 3)
- Evaluate areas of interest and/or potential career choice (WP 5)
(PO 1)
- Identify careers that capitalize on individual strengths and weaknesses (PO 5)
(WP 5)
- Respond to verbal and non-verbal messages that demonstrate understanding (WP 3)
(PO 2)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject (WE 5)
(PO 4)
- Express ideas that are clear and directly related to the subject (WE 6)
(PO 3)
- Read, write and order integers, whole numbers and rational numbers (1M-E1)
(PO)
- Add, subtract, multiply and divide integers (1M-E4)
(PO 1)

Background Information

Exploring one's learning styles and interests are important aspects of finding career satisfaction. This lesson is designed to raise students' awareness about how they can find work they enjoy if they consider both how they learn and what would be interesting to learn about. Many students begin the process of career planning by asking what careers are

available, but finding work you enjoy begins with discovering personal styles, abilities and interests.

The first activity, ***Learning Style Inventory***, will tell students whether they prefer to work on their own or learn best when interacting with others. It will also indicate whether students are visual, auditory or tactile learners and whether their preference is by writing or talking.

The second activity, ***Does Anyone Like Work?*** asks students to compare people who like their jobs with people who don't. The purpose of the activity is to help students recognize the connection between interests and career satisfaction.

The third activity, "**Reverse Thinking**" may engage students who are doubtful they can find anything that interests them. It challenges them to think of activities or jobs that relate to their interests.

The fourth activity, **Interest Mosaic**, is an interest inventory based on **Holland's Personality Theory**. John Holland's theory consists of several simple ideas.

First he characterizes people by their resemblance to each of six personality types:

Realistic	Social
Investigative	Enterprising
Artistic	Conventional

The more closely a person resembles a particular type, the more likely he or she is to exhibit the personality traits and behaviors associated with that type.

Second, the workplace consists of six environments, which can also be described as Realistic, Investigative, Artistic, Social, Enterprising, or Conventional.

People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.

Success and satisfaction at work is most likely to occur when people match their personality type with a similar environment. For example, a realistic type works in a realistic environment. By identifying their high interest areas, students can discover career areas that would fit them.

Talking Points...Teacher—Student Dialogue

“If a man does not keep pace with his companions perhaps its is because he hears a different drummer.” Henry David Thoreau

1. Post the above quotation, and discuss how it relates to this lesson.
2. Remind students that in Lesson 1 they learned that finding out about themselves is the first step in career planning. Explain that one important aspect is learning about what interests them. That’s the focus of this lesson. Explain that understanding how they learn best and what interests them are two keys to learning about themselves.
3. Give the student Handout 1, *Learning Styles Inventory* and explain that this activity will be placed in his/her Transition Plan for Reintegration because it tells so much about the way the student prefers to learn. This information is important not only to the student, but also to educators and employers.
4. Give the student Handout 2, *Does Anyone Like Work?* and allow time to complete the activity. If they can’t think of someone who likes their job, suggest that they think of people they have read about or seen on TV. Can they think of someone who likes their job? Discuss the student’s answer to Question 3 to reinforce the idea that with effort, they can discover work they truly like.
5. Give the student Handout 3, *Reverse Thinking*, and allow time to complete the activity. The third column may be somewhat difficult for them to complete so spend time helping them brainstorm ideas about activities or jobs that would fit the things they like. Discovering that there are jobs that match their interests will build their confidence.
6. Handout 4, *Interest Mosaic Inventory*, is an interest inventory. Explain that another way to identify their work-related interests is to take an interest inventory. Say that the inventory lists many activities and lets the student decide which they like and which they don’t like. The student can use this information to choose the career areas that would have jobs most likely to be interesting! Distribute the Interest Mosaic Inventory. Review the instructions at the top. Remind them not to consider whether they have actually done this activity, but to decide if it is an activity they would like to do.
7. After students have completed the questions, ask them to add up their scores. Distribute the *Vocational Personality Types* and *Matching Your Interests* handouts as they finish so they can begin reading about their high interest areas. Ask the student to describe to you the most important characteristics of their style and some career environments that match. Then ask the student to name several jobs that match their highest interest area. The student may need your help in order to think of realistic career choices that match their interests.

Learning Measurement. Ask students to write a paragraph telling 3 things they have learned about themselves in this lesson. Give students feedback about their self-assessment. Encourage them to continue thinking about all the various ways to learn as well as things that interest them.

**Exploring My
Interests
Lesson 5**

Knowing Who You Are Will Get You Where You're Going

This lesson begins by exploring your learning style. You may wonder what learning style has to do with work—in fact, quite a bit! Your learning style is the way you receive and process information. Everyone is highly developed in some abilities and underdeveloped in others. Many famous, successful people were brilliant in one area but did poorly in other areas. Winston Churchill, Prime Minister of England, failed the sixth grade. Walt Disney was fired from his first job and told he had no good ideas. What looks like a deficiency might simply be a different style of learning!

There is no one “best way” to learn. Instead there are different learning styles and different styles are suited to different situations. Just like personality preferences, learning styles are part of your personal characteristics. Knowing how you learn is one of the first steps in discovering who you are.

There are four general benefits of knowing your learning style:

1. *You'll have a better chance of avoiding problem situations.* Your learning style can give clues about work that will keep you interested and develop your creativity. Knowing how you learn and how you relate to the world can help you make smarter choices.
2. *You'll be more successful on the job.* Basically, your learning style is your working style. If you know how you learn, you'll be able to look for work environments that suit you best.
3. *You'll be able to target areas for improvement.* The more you know about your learning style, the more you'll be able to pinpoint areas that are more difficult for you. You can work on these areas, step by step. When a task comes up that is tough for you, you can take special care with it.
4. *You'll be able to keep up with changes at work.* In today's fast-moving world, few jobs remain the same. Most jobs involve learning new skills, either because of changes in technology or changes in customer demands. If the work matches your learning style, it will be easier for you to adapt to changes and be successful.

The next part of this lesson involves three different activities to find out which interests you might like to bring to work. Interests play an important role in the workplace. For many people, the secret to career satisfaction is discovering what he or she loves to do and then finding a way to be paid to do it. Not everyone knows what he or she loves to

do. Sometimes, other people have stifled our interests. Someone may have said to you, “Don’t waste time with that – get serious,” or “Don’t daydream; pay attention to what I’m saying.” Yet, our daydreams and our play express our interests. Have you ever watched a toddler at play? She is totally absorbed in her world, moving objects around, trying to figure out how things work. She is concentrating intently – hard at work – yet in the next moment, she happily bounces on to the next thing that catches her interest. By defining your interests, you can find play at work, too.

Do you have difficulty identifying your interests? Perhaps you’re not sure what is interesting to you or perhaps you have so many interests it’s difficult to narrow them down. The three activities in this lesson will help you evaluate your interests and decide which might lead to work you will enjoy.

Learning Styles Inventory

Name:

Date:

Instructions: Read the statement carefully and circle “yes” if it describes you. Circle “no” if it does not describe you.

Sample: I would rather do work in the afternoon than in the morning. yes no
A “yes” response means that you prefer to work in the afternoon. A “no” response means that you prefer to work in the morning. There is no right or wrong response, only the way you think or feel about the statement. You may have all the time you need, so please respond to every statement.

- | | | | |
|-----|---|-----|----|
| 1. | Making things for my studies helps me to learn. | yes | no |
| 2. | I can write about most of the things I know better than I can tell them. | yes | no |
| 3. | When I really want to understand what I have read, I read softly to myself. | yes | no |
| 4. | I get more done when I work alone. | yes | no |
| 5. | I remember what I have read better than what I have heard. | yes | no |
| 6. | When I answer a question, I can say the answer better than I can write it. | yes | no |
| 7. | When I do math problems in my head, I say the numbers to myself. | yes | no |
| 8. | I enjoy joining in on class discussions | yes | no |
| 9. | I understand a math problem that is written down better than one that I hear. | yes | no |
| 10. | I do better when I can write the answer instead of having to say it. | yes | no |
| 11. | I understand spoken directions better than written ones. | yes | no |
| 12. | I like to work by myself. | yes | no |
| 13. | I would rather read a story than listen to one. | yes | no |

14. I would rather explain how a thing works than write about how it works.	yes	no
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	yes	no
16. I prefer to work with a group when there is work to be done.	yes	no
17. Seeing a graph or chart of numbers is easier for me to understand than hearing the numbers said.	yes	no
18. Spelling a word several times helps me to remember it better.	yes	no
19. I learn better if someone reads a book to me than if I read it silently to myself.	yes	no
20. I learn best when I study alone.	yes	no
21. When I have a choice between reading and listening, I usually read.	yes	no
22. I would rather tell a story than write it.	yes	no
23. Saying the multiplication tables over and over helps me remember them better than writing them over and over.	yes	no
24. I do my best work in a group.	yes	no
25. I understand a math problem that is written down better than one I hear.	yes	no
26. In a group project, I would rather make a chart or poster than gather the information to put on it.	yes	no
27. Written assignments are easy for me to follow.	yes	no
28. I remember more of what I learn if I learn it alone.	yes	no
29. I do well in classes where most of the information has to be read.	yes	no
30. I would enjoy giving an oral report to the class.	yes	no
31. I learn math better from spoken explanations than written ones.	yes	no
32. If I have to decide something, I ask other people for their opinions.	yes	no
33. Written math problems are easier for me to do than oral ones.	yes	no

34. I like to make things with my hands.	yes	no
35. I don't mind doing written assignments.	yes	no
36. I remember things I hear better than things I read	yes	no
37. I learn better by reading than by listening	yes	no
38. It is easy for me to tell about the things that I know.	yes	no
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	yes	no
40. If I understand a problem, I like to help someone else understand it too.	yes	no
41. Seeing a number makes more sense to me than hearing a number.	yes	no
42. I understand what I have learned better when I am involved in making something for the subject.	yes	no
43. The things I write on paper sound better when I say them.	yes	no
44. I find it easier to remember what I have heard than what I have read.	yes	no
45. It is fun to learn with classmates, but it is hard to study with them.	yes	no

Scoring the Learning Styles Inventory

In the columns below, put an "x" in front of the number if you answered "yes" to that question on your LSI. If you answered "no" to a question, do not make a mark by that number.

Visual	Auditory	Tactile	Individual	Group	Oral	Written
_____ 5	_____ 3	_____ 1	_____ 4	_____ 8	_____ 6	_____ 2
_____ 9	_____ 7	_____ 14	_____ 12	_____ 16	_____ 22	_____ 10
_____ 13	_____ 11	_____ 26	_____ 20	_____ 24	_____ 30	_____ 18
_____ 17	_____ 15	_____ 34	_____ 28	_____ 32	_____ 38	_____ 33
_____ 21	_____ 19	_____ 42	_____ 45	_____ 40	_____ 43	_____ 35
_____ 25	_____ 23	(10 points each)			(10 points each)	
_____ 27	_____ 31					
_____ 29	_____ 36					
_____ 37	_____ 39					
_____ 41	_____ 44					
(5 points each)						

Total for Each Area

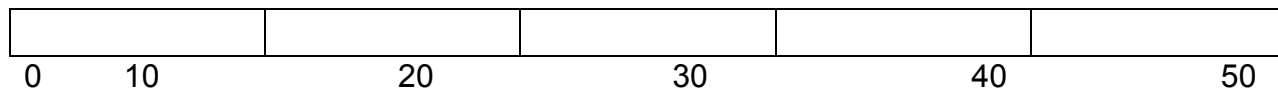
Visual	Auditory	Tactile	Individual	Group	Oral	Written

Total the points in each column, giving 5 points for each mark in the first two columns (Visual and Auditory) and 10 points for each mark in the other five columns.

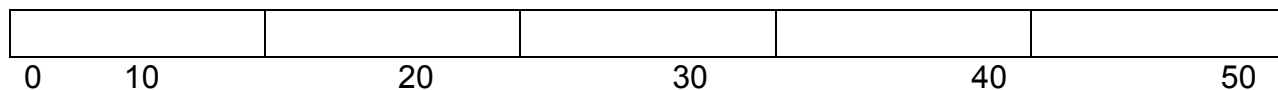
Enter your totals on the graph below by shading the bar for each area according to your score.

Receptive Style:

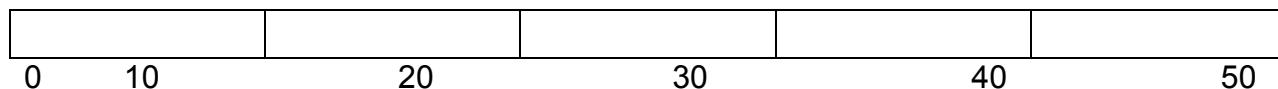
Visual



Auditory

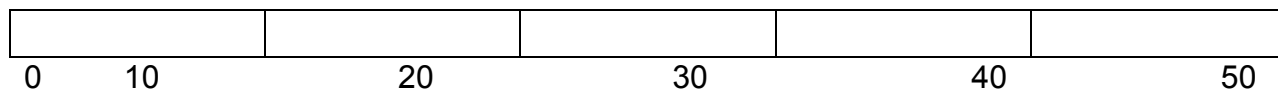


Tactile

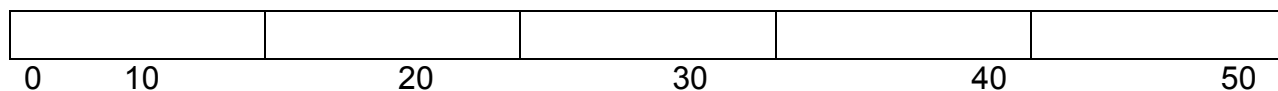


Social Style:

Individual

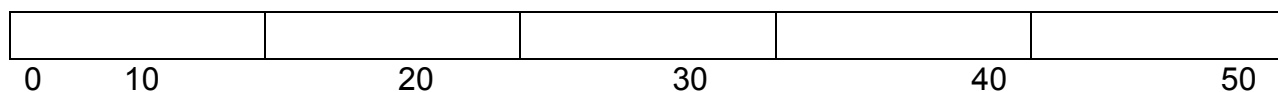


Group

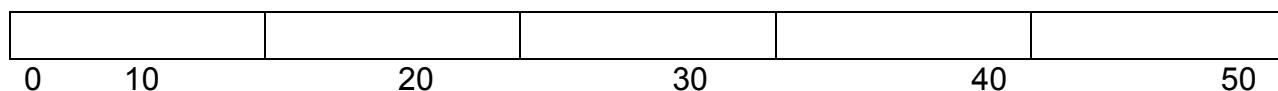


Expressive Style:

Oral



Written



Interpreting Your Scores

Look at the bar graphs for each area on the preceding page to determine in which sub-areas you scored highest. **THIS IS YOUR PREFERRED LEARNING STYLE.** You will have one preferred receptive or cognitive style, one preferred social style, and one preferred expressive style. If two scores within an area are very close, you may be able to learn equally well in either style.

Write your preferred learning style(s) in the blanks below:

Cognitive/Receptive Learning Style:

My preferred style is _____

This is how you best take in information.

Social Learning Style:

My preferred style is _____

This is how you best work, alone or in a group.

Expressive Learning Style:

My preferred style is _____

This is how you best give out information.

A high score in one of the following areas means:

VISUAL: You learn by sight, by reading and seeing things written.

AUDITORY: You learn by listening and hearing things spoken.

TACTILE: You are a builder; you learn best when you can touch what you are studying.

INDIVIDUAL: You prefer to work on your own.

GROUP: You learn best when interacting with a group.

ORAL: You express yourself best when you talk.

WRITTEN: You express yourself best in writing.

Name: _____

Date: _____

Does Anyone Like Work?

An important part of learning about yourself is clarifying what you like to do. That's what you'll be doing in this lesson. To start, think about people you know and how they feel about their jobs. When you think about it, do interests matter?

1. Can you think of someone who doesn't like his/her job? Why don't they like it?
2. Can you think of someone that likes his/her job? Why do they like it?
3. What would work be like if you were truly interested in what you were doing?

Name _____

Date _____

Reverse Thinking

Sometimes it's difficult to know what kind of work would be interesting. However, nearly everyone knows what kind of work he or she would like to avoid! That's where this activity starts. Fill in all the columns below. Start with things about work you wouldn't like. In the middle column, write down the opposite of the idea in the first column. When you look at the idea in the second column, can you think of a job that would give you that?

Example:

Things I Wouldn't Like	Reverse It	What Idea Does That Trigger?
Routine jobs	Variety, new ideas	I like drawing pictures for T-shirts
A boss standing over my shoulder	Being independent	Owning my own business
Low pay	High income	Working with computers

Your Turn:

Things I Wouldn't Like	Reverse It	What Idea Does That Trigger?

Interest Mosaic Inventory

Directions: Circle the numbers of statements that clearly sound like something you might say, do, or think—something that feels like you. Place a check mark beside items that you aren't sure of to see how they change your score.

1. It's important for me to have a strong body.
2. I need to understand things completely.
3. Music, color, beauty of any kind can really affect my mood.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I can do things right.
7. I can usually carry, build, and fix things myself.
8. I can get absorbed for hours thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I'll spend time finding ways to help people through personal crises and problems.
11. I enjoy competing.
12. I'll spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to be creative.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.

Name _____

Date _____

20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways—to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I'd rather be safe than adventurous in making decisions.
25. I like to buy sensible things that I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time if I have to handle a new situation.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I'll keep trying to resolve it peacefully.
35. To be successful, it's important to aim high.
36. I don't like to be responsible for big decisions.
37. I say what's on my mind and don't beat around the bush.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.

Name _____

Date _____

41. I get projects started and let others take care of the details.
42. Being on time is very important to me.
43. I love doing things outdoors.
44. I keep asking "Why?"
45. I like my work to be an expression of my moods and feelings.
46. I like to find ways to care more for each other.
47. It's exciting to take part in important decisions.
48. I usually have the things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law is important to prevent chaos.
56. Thought provoking books always broaden my perspective.
57. I like artwork, plays, and good movies.
58. I can deal with and understand people who express strong feeling.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.

Name _____

Date _____

63. I don't want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I'm willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.
72. I'm very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I am a good listener when people talk about personal problems.

Name _____

Date _____

- 83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
- 84. I need to know exactly what people expect of me.
- 85. I like to take things apart to see if I can fix them.
- 86. Don't get excited. We can think it out and plan the right move logically.
- 87. It would be hard to imagine my life without beauty around me.
- 88. People often seem to tell me their problems.
- 89. I can usually connect with people who get me in touch with a network of resources.
- 90. It's very satisfying to do a task carefully and completely.

Name _____

Date _____

Scoring Your Answers

To score, circle the numbers that you circled on the interest inventory.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Count the number of circles in each column and write the totals in the spaces below:

R____ I____ A____ S____ E____ C____

List the letters R,I,A,S,E,C, according to your scores, from highest to lowest:

1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____

Vocational Personality Types

Realistic: “R”

“R” people are independent, practical, and physically strong. They use their hands/eyes to explore things and achieve. They require physical coordination, strength, agility, and logic. They enjoy risk, excitement, being outdoors, solving specific problems and using tools and machinery. They like to solve problems by doing.

“R” People:

- Like mechanical activities
- Like activities that let them see the result of their work
- Like work that involves using machines, tools, and equipment
- Like to develop manual, mechanical, agricultural, or electrical skills
- Prefer occupations that might involve building or repairing things
- Tend to be down-to-earth and matter-of-fact
- Like to work out-of-doors
- May prefer to work with things or objects more than people

Investigative: “I”

“I” people are independent, curious, intellectual, introspective, often unconventional. They enjoy challenge, variety, and complicated, abstract problems. They solve problems by thinking, using written information and instruments to solve problems. I people like mathematical or scientific activities.

“I” People:

- Think through a problem before acting on it
- Tend to be curious, studious, and independent
- Like mathematical or scientific activities
- Like activities that involve learning about a new subject area
- Like to use their knowledge to find their own solutions to problems
- Get so involved in an activity that they lose track of time
- Search through many possible solutions for a problem
- Like to solve complex problems

More Vocational Personality Types

Artistic: “A”

“A” people are creative, independent, sensitive, and expressive. They use their hand/eyes/mind to create new things, writings, or ways of doing things. They enjoy beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, and people. They solve problems by creating.

“A” people:

- Prefer to make their own plans for a project rather than being given plans
- Like activities that allow them to be creative
- Like to be independent
- Like activities that allow them to use their imagination to do original work
- Like activities that let them work according to their own rules
- Like to express themselves through drama, art, music, or writing
- Like to feel free from scheduled routine so that time can be used for creative activities
- Like privacy when they are creating

Social: “S”

“S” people are people lovers. They are concerned, sensitive, and supportive. They enjoy activities that allow them to use their skills and talents to interact effectively with others. They are generally less interested in performing mechanical activities or tasks. They like activities that involve working with and helping others. They enjoy closeness, sharing, groups, unstructured activity and being in charge. They enjoy teaching, developing, or helping others.

“S” people:

- Tend to be friendly and helpful
- Like activities that involve working with others rather than alone
- Like activities that involve informing, training, teaching, understanding, and helping others
- Think most people are easy to get along with
- Usually feel good about expressing themselves verbally
- Meet new people and make friends easily
- Like helping people solve their problems
- Like being asked to take a leadership role

More Vocational Personality Types

Enterprising: “E”

“E” people are energetic, independent, enthusiastic, confident, and often dominant. They’re good with words and enjoy organizing, persuading, leading, managing, excitement variety, and status. Economic goals are important. They like activities where they can take a leadership role or speak in front of groups. They may be less interested in performing scientific tasks. They like fast-paced activities and ones that require taking on a lot of responsibility. They often solve problems by taking risks.

“E” people:

- Have little problem explaining their ideas
- Like being in charge of activities
- Like speaking in front of groups
- Like activities that are fast-paced
- Like activities that require them to take on responsibility
- Like activities that permit leading or influencing others
- Like activities involving sales or management of people and things
- Like to try something that hasn’t been done before

Conventional: “C”

“C” people feel most comfortable doing structured tasks. They like activities that require attention to detail and accuracy. They enjoy order, certainty, and security. They may be less interested in artistic tasks. They’re efficient, practical and orderly in the way they go about things. They are generally reasonable, reliable, and calm.

“C” People:

- Like to know exactly what is expected of them in a new situation
- Tend to be responsible and dependable
- Like to work in routine work settings
- Usually keep their cool and don’t lose their temper in times of stress
- Like activities that allow them to use their organizational skills
- Like activities that require attention to detail
- Like activities that require attention to accuracy
- Like activities involving preparing records, filing papers, typing letters and/or operating computers

Name _____

Date _____

Matching Your Interests with Occupations

Listed below are several occupational fields. Which of the interest areas does each one match? Write the correct interest letter (R, I, A, S, E, or C) after each occupational field.

Executive, Administrative, and Managerial Occupations

Professional and Technical Occupations

Marketing and Sales Occupations

Administrative Support Occupations, including Clerical

Service Occupations

Mechanics, Installers, and Repairers

Construction Trades Occupations

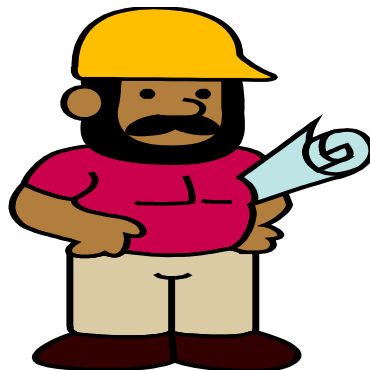
Production Occupations

Transportation and Material Moving Occupations

Handlers, Equipment Cleaners, Helpers, and Laborers

Job Opportunities in the Armed Forces

- ✓ **Put a check mark** in front of the occupational fields that interest you most.
Do they match your highest scores on the inventory?



Merging Two Worlds

Packet 1 Who Am I?

Lesson 6 I Can Do That!
Exploring My Skills

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

I Can Do That! Exploring My Skills

The purpose of this lesson is for students to identify their existing skills and to decide which skills they enjoy using.

After successfully completing this lesson, the students will know: how awareness of their skills can provide valuable information to help them choose a career.

and be able to:

- Evaluate areas of interests and/or potential career choices (WP 5)
(PO 1)
- Identify careers, which capitalize on individual strengths and weaknesses (WP 5)
(PO 5)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject (WE 5)
(PO 4)
- Express ideas that are clear and directly related to the topic (WE 6)
(PO 3)
- Generate alternatives, consider risks, evaluate and choose solutions (WP-E3)
(PO3)

Background Information

An important part of job satisfaction is using skills one enjoys. In this lesson, students will use past experiences to identify skills they enjoy.

Skills are the basic building blocks used in any job or activity. There are two types of skills used at work: job content skills and transferable skills. Job content skills are specific to a particular occupation, like plumbing, carpentry, or piloting an airplane. Transferable skills, on the other hand, are more general and can be used in a variety of ways to generate career options. Your communication skills are an example of transferable skills. Using them, you can explain concepts, demonstrate competencies, and write lesson plans as you do when teaching. You could transfer these same skills to work as a counselor, human resources analyst, salesperson, manager, or TV talk show host. We all develop both job

content skills and transferable skills; the development of transferable skills provides us with more options in the world of work.

Students will describe five accomplishments and identify the skills they used in those experiences. One way for students to synthesize information about themselves is to see patterns within their accomplishments. Even though they select five very different activities, there probably will be a pattern to the skills used. They probably will pick activities that use the same skills. Students will use a skills checklist to help them identify their transferable skills. The checklist categorizes skills, and most students will discover that their favorite skills fall into one or two categories.

Young adults often have difficulty seeing how skills they already have relate to work. They will need your support to see the connection. You can do this by discussing the concept of transferable skills and helping them think of work that would use their skills.

This lesson provides an opportunity for you to enhance students' self-esteem by helping them discover they already possess many skills. If you help students realize they can build on natural talents and skills they already possess, the prospect of training and education will be less intimidating. The secret to job satisfaction is to develop their favorite skills so they can get paid for using them.

Talking Points...Teacher—Student Dialogue

“People are not remembered by how few times they fail, but by how often they succeed. Every wrong step is another step forward.” Thomas Edison

1. Post the above quotation, and discuss how it relates to this lesson.
2. Discuss ideas about skills and talents by asking questions like the following:
How would you describe skills? Talents? What are some examples of skills?
How do people get skills?
3. Explain that skills provide important clues about the type of work that someone would enjoy doing. When they are thinking about a career they would probably like it if they were able to use the skills they enjoy.
4. Explain that everyone has skills and talents. We may take them for granted because they often come to us naturally. The activity *My Skills and Talents* will help you identify your skills and talents by looking at some of your past accomplishments.
5. Distribute a copy of *My Skills and Talents* to each student. Explain that an accomplishment is something you are proud of doing—even if no one else knows about it. An accomplishment might be solving a problem, helping someone else, achieving a goal, or learning something new. Give examples like the following: helping a new classmate get to know people at school; learning to swim; or visiting someone who’s sick. Allow at least 15 minutes for students to complete.
6. Ask the student to describe one of his/her accomplishments to you. As he/she talks, jot down a few of the skills used and show the list to the student. Have the student refer to the Skills Checklist handout and add to the list. Most people underestimate the skills they have, so encourage them to check as many skills as possible. If more than one student is working on this lesson, ask students to work in pairs. Using the Skills Checklist, ask them to help each other identify all the skills used in the accomplishments.
7. Ask students to look at their list of skills and discuss with you the patterns of skills they see. Were some of the skills used in several of the person’s accomplishments? Are their skills clustered in a few categories, or do they have many types of skills? For each person, which categories contain the most skills?
8. Explain the concept of transferable skills. Skills are action verbs. When we talk about our skills, we usually put an object after the verb, i.e., draw pictures, sell clothes, and cook hamburgers. You can expand your career ideas by changing the object after the verb, i.e., draw computer animations, sell houses, and cook restaurant meals. Ask the student to name a few of their favorite skills and help them brainstorm several different ways they could use those skills at work.

Learning Measurement. Ask students to write a paper that answers the following questions:

- What did you learn about your skills?
- Any surprises?
- How could you develop your skills further?

Exploring My Skills

Lesson 6

Exploring My Skills

Your skills and talents are another aspect of your personality to explore. The skills you develop are apt to be strongly related to your interests. According to researchers, 80% of your skills probably overlap with your interests. If you think about it, this makes perfect sense. Anytime you became interested in something, you probably developed skills while pursuing your interests, like Donna and Archie.

As a child, Donna was into everything; she spent her spare time tinkering with things around the house, taking them apart and putting them back together. She was always asking questions and followed her dad around as he fixed things. Donna's interest in finding out how things work led to developing certain skills as she grew up. As an adult, Donna is good at fixing things and finding mechanical solutions. She knows how to solve problems and how to use many kinds of tools. What kinds of jobs do you think Donna would like?

Archie, on the other hand, enjoys socializing. As a child, he was the one teachers always said "talks too much." He organized activities in the neighborhood, and liked hanging out with other people. Now he's the kind of person who always knows the right thing to say. Friends go to him when they have a problem to solve. Over the years, Archie has developed skills in helping and leading others. He knows how to get everyone to agree on a solution. What kinds of jobs would match Archie's skills and talents?

Everyone has natural abilities and skills like these. You may want to develop your skills even further—that's why you're in school. Discovering the skills you like best is important. You'll feel enthusiasm when you use these skills in your work. Don't worry that your skills aren't good enough. All skills are learned—developing skills is a gift you give yourself to create the life you want.

Name _____

Date _____

My Skills and Talents

In the space below, write 5 accomplishment stories. An accomplishment is something you did that you enjoyed doing and were proud of doing at the time. You didn't have to win a medal, and maybe no one else knows you did it. It might be a story about something you taught yourself to do, like riding a motorcycle. It could be helping someone out, like teaching him or her English or talking them through a personal problem.

Write a paragraph about each situation. Describe who was involved, what you did, where this happened, when, and why you did it. What were the results?

Accomplishment #1:

Accomplishment #2:

Accomplishment #3:

Name _____

Date _____

Accomplishment #4:

Accomplishment #5:

Name _____

Date _____

Skills Checklist

Directions. Skills can be categorized as you see in the tables on these two pages. Place a check mark by every skill you used in your accomplishments. If you used a skill in more than one accomplishment, place additional marks by that skill for each time you used it.

Communication/ Interpersonal	Organizing	Managing	Manual
<input type="checkbox"/> give advice <input type="checkbox"/> demonstrate <input type="checkbox"/> develop rapport <input type="checkbox"/> explain <input type="checkbox"/> instruct <input type="checkbox"/> interpret <input type="checkbox"/> entertain, perform <input type="checkbox"/> lead a group <input type="checkbox"/> interview for information <input type="checkbox"/> negotiate <input type="checkbox"/> listen <input type="checkbox"/> mediate conflict <input type="checkbox"/> sell <input type="checkbox"/> persuade <input type="checkbox"/> summarize <input type="checkbox"/> write <input type="checkbox"/> teach <input type="checkbox"/> train <input type="checkbox"/> supervise <input type="checkbox"/> deal with feelings <input type="checkbox"/> treat, nurse <input type="checkbox"/> host/hostess	<input type="checkbox"/> collect resources <input type="checkbox"/> coordinate <input type="checkbox"/> diagnose <input type="checkbox"/> set priorities <input type="checkbox"/> problem solving <input type="checkbox"/> summarize <input type="checkbox"/> team building <input type="checkbox"/> troubleshooting <input type="checkbox"/> schedule <input type="checkbox"/> plan <input type="checkbox"/> classify information <input type="checkbox"/> evaluate <input type="checkbox"/> inventory <input type="checkbox"/> record keeping <input type="checkbox"/> budget <input type="checkbox"/> streamline procedures <input type="checkbox"/> coordinate events <input type="checkbox"/> handle logistics	<input type="checkbox"/> approve work <input type="checkbox"/> assign work <input type="checkbox"/> coach <input type="checkbox"/> initiate projects <input type="checkbox"/> motivate <input type="checkbox"/> organize <input type="checkbox"/> scheduling <input type="checkbox"/> planning <input type="checkbox"/> trouble-shooting <input type="checkbox"/> lead others <input type="checkbox"/> set goals <input type="checkbox"/> create a plan of action <input type="checkbox"/> motivate <input type="checkbox"/> persuade <input type="checkbox"/> negotiate <input type="checkbox"/> review <input type="checkbox"/> make decisions <input type="checkbox"/> initiate change	<input type="checkbox"/> assemble parts <input type="checkbox"/> measure <input type="checkbox"/> construct <input type="checkbox"/> cut <input type="checkbox"/> drafting <input type="checkbox"/> repair <input type="checkbox"/> read plans <input type="checkbox"/> drive, transport <input type="checkbox"/> maintain equipment <input type="checkbox"/> operate equipment <input type="checkbox"/> improve designs <input type="checkbox"/> test equipment or materials <input type="checkbox"/> use physical coordination <input type="checkbox"/> use mechanical abilities <input type="checkbox"/> prepare food <input type="checkbox"/> produce skilled crafts <input type="checkbox"/> plant, cultivate <input type="checkbox"/> tend animals

Name _____

Date _____

Information	Creativity
<input type="checkbox"/> research, read	<input type="checkbox"/> draw, illustrate
<input type="checkbox"/> evaluate	<input type="checkbox"/> photograph
<input type="checkbox"/> analyze facts	<input type="checkbox"/> paint
<input type="checkbox"/> use logic to solve problems	<input type="checkbox"/> visualize
<input type="checkbox"/> test for accuracy	<input type="checkbox"/> imagine possibilities
<input type="checkbox"/> classify information	<input type="checkbox"/> dream up new ideas
<input type="checkbox"/> inventory	<input type="checkbox"/> design
<input type="checkbox"/> record keeping	<input type="checkbox"/> programs, products or environments
<input type="checkbox"/> budget	<input type="checkbox"/> use intuition
<input type="checkbox"/> computing	<input type="checkbox"/> write reports, letters, ads
<input type="checkbox"/> observe, monitor	<input type="checkbox"/> compose music
<input type="checkbox"/> measure	<input type="checkbox"/> stage shows, produce events
<input type="checkbox"/> proofread, edit	
<input type="checkbox"/> chart, graph information	

List below your ten favorite skills:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

In which category(s) do most of your skills fall?

List 4 jobs or career fields you think would use most of your favorite skills:

- 1.
- 2.
- 3.
- 4.

Merging Two Worlds

Packet 1 Who Am I?

Lesson 7 More Than One Pair of Shoes Can Fit!
Looking at Career Pathways

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

More Than One Pair of Shoes Can Fit!
Exploring Career Clusters

The purpose of this lesson is: for students to expand possible career choices by looking at career clusters.

After successfully completing this lesson, the students will know: how careers are organized into related areas.

and be able to:

- Identify the relevant details and facts of written material (WP 1)
(PO 1)
- Evaluate areas of interest and/or potential career choices (WP 5)
(PO 1)
- Demonstrate the connection between academic skills & career pathways by identifying required education and training to achieve career choice(s) (WP 5)
(PO 3)
- Respond to verbal and nonverbal messages that demonstrate understanding (WP 3)
(PO 2)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject (WE 5)
(PO 4)
- Express ideas that are clear and directly related to the topic (WE 6)
(PO 3)

Background Information

In previous lessons, students explored aspects of their personality (values, interests, skills, and introversion/extraversion) to identify preferences they want to apply in the work world. The next step is to research career fields and specific jobs to discover which ones match the student's preferences. If you like, refer to the *Background Information* in Lesson 5 for a discussion of Holland's theory about matching personal characteristics and career fields.

This lesson builds on students' exploration of career clusters in Lesson 5. It is another opportunity to broaden their knowledge about the kinds of work available. Students will explore career pathways that link to the personal preferences they have assessed so far.

Career pathways are broad categories of related careers. Each pathway contains career fields that are based on similar interests and skills. An important aspect of this activity is to help students look at the “big picture.” The concept of career clusters should help reinforce the idea that one’s skills and interests are inter-related—and so are jobs within a cluster. By examining a career pathway, they will see a wider range of possibilities than before.

Students often want to research jobs they’ve heard about—usually they’re influenced by stories in the media that promise fame, fortune, or job security. When people are influenced by such stories, they rarely think about how the job relates to their preferences. They only think about the extrinsic rewards offered. The point of this lesson is to help students grasp the connection between their preferences, job satisfaction, and careers related to their preferences.

Deciding on a specific job to research will be easier after the student has looked at an entire pathway. This allows students to use deductive reasoning to narrow down options, rather than using a scattered approach in which they research unrelated job titles.

Today’s job market is very different from the one our parents entered. New jobs are created almost overnight and traditional jobs are disappearing just as fast. Just a few years ago, who had heard of a webmaster, computer animator, or DNA researcher? Thirty years ago, 40% of jobs required physical labor (e.g. construction, manufacturing); today, fewer than 20% of jobs are primarily physical. You can help students prepare for the future by explaining that most people their age will hold many different jobs—required by the rapidly changing job market. The best way to stay current with changes in the job market is to get started in a career field that is interesting. Successful workers will make incremental changes within the same career pathway by learning new skills and working with new technology.

Materials Needed

Occupational Outlook Handbook and other research materials you have available.

Talking Points...Teacher—Student Dialogue

“Successful men keep moving. They make mistakes, but they don’t quit.” Conrad Hilton

1. Post the above quotation and discuss how it relates to this lesson.
2. Explain that in the previous lessons students have evaluated values, interests, skills, and personality preferences. Ask the student to summarize what he/she has learned about personal preferences and the kind of work he/she might like. Explain that in this lesson, the student will investigate various career pathways or categories to discover which ones match his/her preferences best.
3. Help the student visualize their future by asking the following questions:
 - Do you think that there is only one ideal job for everyone?
 - Do you think you could be happy having just one job for your whole life?
 - Would you prefer to have a series of jobs that build upon your skills and knowledge?

Emphasize the idea that it is unlikely that one job will satisfy them, or even be available for twenty years. By looking at career pathways they can see how their careers can evolve as they gain additional skills and knowledge. For example, a person could start in a paraprofessional or entry-level occupation and with training, education, and experience, advance to new (and higher paying) work within the pathway.

4. Ask students to read the Career Pathways handout. Check for understanding by asking them to compare and contrast several of the pathways.
5. Introduce the activity *Where Do They Belong?* by explaining that each pathway is a group of jobs which matches a person’s interests. For example, people who are interested in the environment would probably be interested in jobs in the Natural Resources pathway.
6. In Lesson 5, students explored their interests. Ask the student to look back at the 3 areas in which they scored highest, and decide which of the career pathways match those interests.
7. Introduce the activity *Ten Jobs I’ve Thought About* by reminding students that in Lesson 1 we looked at ordinary objects to generate career possibilities. In this activity, the goal is to identify 2 pathways that contain jobs that interest them.
8. Introduce the activity *What’s a Career Pathway About?* by asking students to analyze the list of occupations in each pathway and think about what might be involved in these types of careers. Ask them to think of well-known companies or products that might be related to each pathway.
9. Ask students to think about the career pathway categories and circle three about which they would like to know more. Allow students time to find the career pathways they circled in the *Occupational Outlook Handbook*. Ask them refer to what they learned about their interests and skills in lessons two and five and see how they fit. Tell them that this is just a start in learning how to match up their personal qualities with specific careers.

Learning Measurement. Ask students to write a paragraph or list of additional information they would want to have before making a decision about a career. Write a paragraph describing the career pathways that interest them the most. What have they learned about the pathways that interests them?

Exploring Career Clusters

Lesson 7

More Than One Pair of Shoes Can Fit!

How many pair of shoes can fit in a closet? Lots! If it's your closet, probably all the shoes fit you. In this activity, you're going to try several occupations on for size—and just like shoes, you'll probably find that more than one can fit you.

Career planning is deciding which direction you're going to head out into the world of work. It isn't deciding on the one perfect career to last a lifetime. Who knows what the future holds, or even how you'll change in the future? In fact, some people don't want to plan their career at all, because keeping the same job for 20 or 30 years sounds like a life sentence. That's why knowing there are several jobs that would fit you is a good thing. If you get bored, you'll know other jobs are out there, just waiting for you to apply. Good planning involves setting a direction, and then being flexible enough to take advantage of new opportunities when they arise. And lots of opportunities will come your way once you're in the job market. Some experts say that many of the jobs that will be here in 2010 haven't even been thought of yet. That's because new technology is happening so fast—and every time someone comes up with another idea, new jobs are created. Ten years ago, who had heard of a Webmaster, DNA scientist, or virtual reality creator?

People who like work—and there really are lots of them—start out in a field that interests them. They keep their eyes open, and plan ahead. They get the training or education they need to qualify for new jobs that sound interesting. You can do that too!

Name _____

Date _____

Career Pathways

Directions: Listed below are six career pathways. For each pathway, think of 3 other jobs that would be included in it.

Arts, Communications & Humanities

Occupations in this pathway are related to the creative, visual, craft, and performing arts. This pathway includes entry-level, para-professional, and professional occupations and include: * ***computer animator***
* ***cable installer*** * ***graphic artist***,
* ***technical writer*** * ***musician*** * ***actor***

Natural Resources

Occupations in this pathway are related to the natural sciences, agriculture, and the environment. This pathway includes entry-level, para-professional, and professional occupations and include: * ***biological scientist*** * ***landscaper*** * ***environmental analyst*** * ***hydrologist*** * ***farmer*** * ***forester***

Engineering & Industrial Systems

Occupations in this pathway are related to the technology necessary to design, develop, install, and maintain electrical, mechanical, and structural systems. This pathway includes entry-level, para-professional, and professional occupations, and include:
* ***carpenter*** * ***software engineer***
* ***auto technician*** * ***assembler***
* ***engineering technician*** * ***maintenance***

Business Systems

Occupations in this pathway are related to business operation, administration, management, marketing, and sales. This pathway includes entry-level, para-professional, and professional occupations and include:
* ***accountant*** * ***administrative assistant***
* ***buyer*** * ***personnel analyst*** * ***trainer***

Health Services

Occupations in this pathway are related to the diagnosis and treatment of diseases, disorders and injuries, laboratory technology; nursing, therapy, and fitness. This pathway includes entry-level, para-professional, and professional occupations, and include:

**** dentist * emergency medical technician
* practical nurse * medical laboratory
technician * personal trainer***

Social & Human Services

Occupations in this pathway are related to hospitality, personal and customer services, social services, education, legal services, and protective services. This pathway includes entry-level, para-professional, and professional occupations and include:

**** caterer * hotel clerk * caseworker
* firefighter * counselor * barber***

Name _____

Date _____

Where Do They Belong?

Listed below are some common and emerging jobs. After each one, write the name of the career pathway in which they belong.

Computer programmer

Radio/TV announcer

Accountant

Dentist

Genetic researcher

Home appraiser

Online travel agent

Storyteller for virtual reality games

Cable installer

Carpenter

Teacher

Software engineer

Web site designer

Landscaper

Small business owner

Retirement planner

Computer artist and animator

Computer technician

Caseworker

Environmental analyst

Air conditioning technician

Emergency Medical Technician

Secretary

Production planner

Buyer

Technical writer

Tour guide

Caterer

Name _____

Date _____

Ten Jobs I've Thought About

Instructions: In Lesson 1, you did an activity called *Everyday Things*. Look back at the jobs you listed that interest you and think about other jobs you've thought might be interesting. In the left column below, write down 10 of those jobs. In the right column, write the name of the career pathway in which the job belongs. At the bottom of this page, write down the names of the 2 pathways you listed most often.

Job Title

Career Pathway

Two Career Pathways I Chose Most Often:

Name _____

Date _____

What's a Career Pathway About?

This activity shows you how to gather information about careers by learning about what career pathways are and how they are organized. Listed below are the 6 Career Pathways. Think about each career pathway and the jobs you've categorized in each one. Think about what's involved in these types of jobs. Name some companies or products related to each one. Business systems is already completed; you do the others.

Business Systems

What's involved:

Operating a business to earn a profit.
Using computers to track information
and make decisions. Managing employees to
perform their jobs. Selling products
or services.

Products/Companies

Nike, Dell Computers, Disney

Natural Resources

What's involved:

Products/Companies

Arts, Communications & Humanities

What's involved:

Health Services

What's involved:

Products/Companies

Products/Companies

Engineering & Industrial Systems

What's involved:

Social & Human Services

What's involved:

Products/Companies

Services/Companies

Merging Two Worlds

Packet 1 Who Am I?

Lesson 8 Knowledge Is Power!
Finding Out What You Need
To Know About a Career

Produced by *The Center for Educational Development*
Through a Secure Care Curriculum Grant from the
Arizona Department of Education

Knowledge is Power!

Finding Out What You Need to Know About a Career

The purpose of this lesson is: for students to research personal career options in *Occupational Outlook Handbook* or other resources.

After successfully completing this lesson, the students will know: how to use career information resources to learn more about the requirements and nature of various occupations and compare them to their interests, values, skills and preferences.

and be able to:

- Identify the relevant details and facts of written material (WP 1)
(PO 7)
- Utilize information acquired from several sources and information learned in one situation to another (WP 2)
(PO 1)
- Generate alternatives, consider risks, evaluate and choose solutions (WP 3)
(PO 3)
- Evaluate areas of interest and/or potential career choices (WP 5)
(PO 1)
- Demonstrate connection between academic skills and career pathways by identifying required education and training to achieve career choices (WP 5)
(PO 3)
- Identify careers that capitalize on individual strengths and weaknesses (WP 5)
(PO 5)
- Write a summary that presents information clearly and accurately (WE 3)
(No PO)

Background Information

In the last lesson, students studied career pathways and were given a chance to do limited research about career areas. This lesson is designed to provide time for more in depth research. The more information students have about an occupation, the better their

decision will be. This lesson allows students to find out more specific details about different careers and try them on for size.

Materials Needed

Occupational Outlook Handbook (OOH) and other resources for researching careers.

Talking Points...Teacher—Student Dialogue

“The soul that has no established aim loses itself.” Montaigne

1. Post the above quotation and discuss how it relates to this lesson.
2. Introduce this lesson by explaining that the students are going to have the opportunity to research some possible career choices and practice trying some on to see if they fit with who they are.
3. Review each student’s paper from the last lesson, which listed information needed about a career. If necessary, guide them to think of additional information to research by asking, “What are the things you would want to know about a job to help you decide if it was a good choice for you?” Add any items you think are important for the student to know, such as training or education required. Ask students to write these ideas in the left column of the student worksheet, *Finding Out What I Need to Know*.
4. Ask the students to tell you the occupations or jobs they intend to research. At a minimum, each student should select five. Each student will need 5 copies of the worksheet, *Finding Out What I Need to Know*.
5. Provide students with copies of the *Occupational Outlook Handbook*. Remind students that they should be looking for the information on their list. Have them complete the right column of the worksheet on each career that they research.
6. If you know some of the occupational interests of your students, make copies of relevant occupational descriptions prior to class.
7. Allow at least 20-30 minutes for students to use OOH to research information. If there are not enough handbooks for each student to have their own, students may work in pairs or teams.
8. See our resource list at the end of this section for other inexpensive ideas to help students learn about occupations.
9. Ask students to complete the worksheet *How Well Does It Fit?* If needed, help the students review their preferences, including values, interests, skills, and personality preference. They should list about 10 items. Ask the student to decide whether the occupation matches the item in the left column. When it does, place a checkmark next to the item. Here’s a short example using auto mechanic as the occupation:

- ✓ Mechanical ability
- ✓ Realistic
- ✓ Interest in cars
- ✓ Likes to use hands and repair things
- Likes selling and persuading people
- Likes sports

The worksheet provides space for the student to evaluate 5 occupations in this manner. If the student needs more information about the occupation, encourage him or her to read more about it.

Learning Measurement. Ask students to turn in this lesson's worksheets for your evaluation. In addition, ask them to write a paragraph stating the occupation they think fits them best, and their reasons for this decision.

Career Information Resources

Print Resources

- OOH reprints by occupational pathway are available so the entire handbook does not have to be purchased. Since the OOH is in the public domain, a teacher may copy. The OOH is available on CD-ROM. The CD-ROM version is much less expensive than the print version. The CD version is less interactive than the web version, but it is still possible to search.
- Contact national associations of different career fields. For example, you might be able to find a construction association, banking association, etc. They will be able to send you a TON of free career resources—pamphlets, books, maybe even games. You can access associations by using the web. Go to dbm.com/jobguide for a list of associations.
- How about having old magazines donated—anything from Redbook to Racing World often have stories about careers?
- Check out the yellow pages for listings of different types of companies—discuss the differences with students.
- What about inviting guest speakers to come in for “roundtables” about their careers? You could even use the personnel at the prison itself and look at the variety of jobs right there...you would have teachers, guards, business people, maintenance, etc. You could invite several of them to class and let the students “interview” them as a group—that way they could practice asking “networking questions” and would gain confidence in talking with adults, as well. That would be a free, highly interactive way of disseminating real information about careers.
- Request free information or job descriptions from local companies.
- Ask professionals to come in and talk about what they do.
- Ask area schools, libraries, colleges, or state employment agencies to donate slightly outdated resources for your classes. Additional copies of OOH would be helpful.
- Ask family members and friends to do legwork and research for students.
- JIST Works, Inc. *From Parole to Payroll* is the name of their video series. They also offer a variety of workbooks, some geared to the prison population. Phone: 1(800)648-5478.
- Contact your nearest DES office and ask for job-related materials.

WEB Resources

- There is also a grade-school version of the OOH at http://stats.bls.gov/k12/html/edu_over.htm.
- The OOH is at <http://stats.bls.gov/ocohome.htm>.
- At www.careers.csulb.edu, you can find information on Engineering Technology. Select Services for Students, Career Options for CSULB Majors, then select by College—there are 7 ET options and another 100 monographs on different majors.
- Go to www.dbm.com/jobguide or www.rileyguide.com. The Riley Guide is the most complete resource on the web for career information. It provides links to hundreds of sites, but Ms. Riley has organized the links so it's easy to find what you are looking for. If you know your students' interests, in a short period of time you can print valuable information and bring it to class for students to read.
- www.typefocus.com/career/student.html.

**Knowledge Is
Power**

Lesson 8

Name _____

Date _____

FINDING OUT WHAT I NEED TO KNOW

Occupation: _____

I Need to Know:

What I Found Out:

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

7. _____

7. _____

8. _____

8. _____

9. _____

9. _____

10. _____

10. _____

Name _____

Date _____

How Well Does It Fit?

Instructions: In the left column, write down 10 things you've learned about yourself in this course. List the things that are most important to you when you think about work—they might be your values, your interests, and your skills. There is space to write the name of each job you researched. After you write down the name of each occupation, think about your preferences and the job. If there is a match between the item you listed and the job, place a check mark next to the item. When Jose did this activity, some of the things he wrote down about himself were:

- Mechanical ability
- Realistic
- Interest in cars
- Likes to use hands and repair things
- Likes selling and persuading people
- Likes sports

After he learned about being an auto mechanic, he placed check marks by these items:

- ✓ Mechanical ability
- ✓ Realistic
- ✓ Interest in cars
- ✓ Likes to use hands and repair things
- Likes selling and persuading people
- Likes sports

Your Turn:

10 Things About Me	Job 1	Job 2	Job 3	Job 4	Job 5
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Merging Two Worlds

Packet 1 Who Am I?

Lesson 9 Putting the Pieces Together—
Envisioning My Career

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Department of Education

Putting the Pieces Together

Envisioning My Career

The purpose of this lesson is: for students to synthesize information from previous assessment activities and use the information to create a personal career portrait.

After successfully completing this module, the students will know: how to synthesize and analyze personal assessments and research information to generate career possibilities.

and be able to:

- Identify the relevant details and facts of written material (WP 1)
(PO 1)
- Utilize information acquired from several sources and transfer information learned in one situation to another (WP 2)
(PO 1)
- Generate alternatives, consider risks, evaluate and choose solutions (WP 3)
(PO 3)
- Evaluate areas of interest and/or potential career choices. (WP 5)
(PO 1)
- Demonstrate the connection between academic skills and career pathways by identifying required education and training (WP 5)
(PO 3)
- Identify careers that capitalize on individual strengths and weaknesses (WP 5)
(PO 5)
- Use personal interpretations and analysis, evaluation or reflection to evidence understanding of a subject (WP 5)
(PO 4)

Background Information

In this lesson students will consider everything they have learned about themselves and their career research to create a personal career portrait. After creating this “snapshot” of who they are as a person, they will generate at least three possible career choices to pursue. This lesson will give them a chance to see how all the pieces fit together as well as some directions in which to do further career research.

Materials Needed

- ☐ All of the assessment activities completed in this unit
- ☐ Career Portrait handout
- ☐ Large piece of construction paper or flip chart paper for each student
- ☐ Colored markers

Talking Points...Teacher—Student Dialogue

“Tell me the company you keep, and I’ll tell you what you are.” Miguel de Cervantes

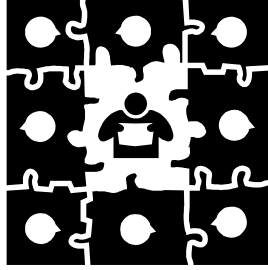
1. Post the above quotation and discuss how it relates to this lesson.
2. Introduce this lesson by asking, “What are the pieces of the “who am I puzzle” that we have looked at in these lessons? (Interests, values, personality, skills) Express the idea that the students have gathered a lot of information about themselves and the world of work. They are now going to organize everything to make a big picture of who they are and what’s out there for them! Explain that they can use everything they have worked on in previous lessons to create their portrait.
3. Distribute copies of the sample Mind Map handout. Point out the interests, values, skills, preferences and career options shown on the sample. Explain that they will be creating a similar project using the information they have compiled about themselves.
4. Ideally, you’ll be able to give each student a piece of construction paper or flip chart paper. If you are using construction paper, have them turn it horizontally. Have several colored markers so students can create colorful, artistic portraits. If you don’t have paper available, students can use the handout titled *My Mind Map*.
5. Ask students to draw a circle, cloud, square, etc. in the center of the paper. Inside the figure, ask students to write their name and a symbol to represent themselves.
6. Have students draw five lines coming out from their central figure and write one of the following words on each line: interests, values, personality preferences (extraversion/introversion), skills, and career options.
7. Students should draw branches that intersect the lines above. On these lines, students should write information about themselves. Instruct students to refer to their assessment activities to enter information on their mind map. For example, branching out from the skills box, students should write each of their skills from the Exploring My Skills activity. Encourage students to draw symbols to represent their skills, values, etc.

8. Ask students to look at everything they have entered and search for connections and patterns. What connections do they see between their interests and skills, for example? They can draw arrows between items to illustrate the patterns they see.
9. To complete the career options branch, students should review lessons seven and eight and enter occupations that interested them.
10. Ask students to look at their finished mind map and look for connections and patterns between the various elements entered. How well do their options fit their preferences?

Learning Measurement. Evaluate the student's mind map. Suggested criteria:

- ➡ How complete is it?
- ➡ Has the student shown connections between related elements?
- ➡ How well does the student seem to know himself/herself?
- ➡ Do you think the student's career options relate to the information on the mind map?

Envisioning
My Future
Lesson 9



Putting the Pieces Together—Envisioning My Future

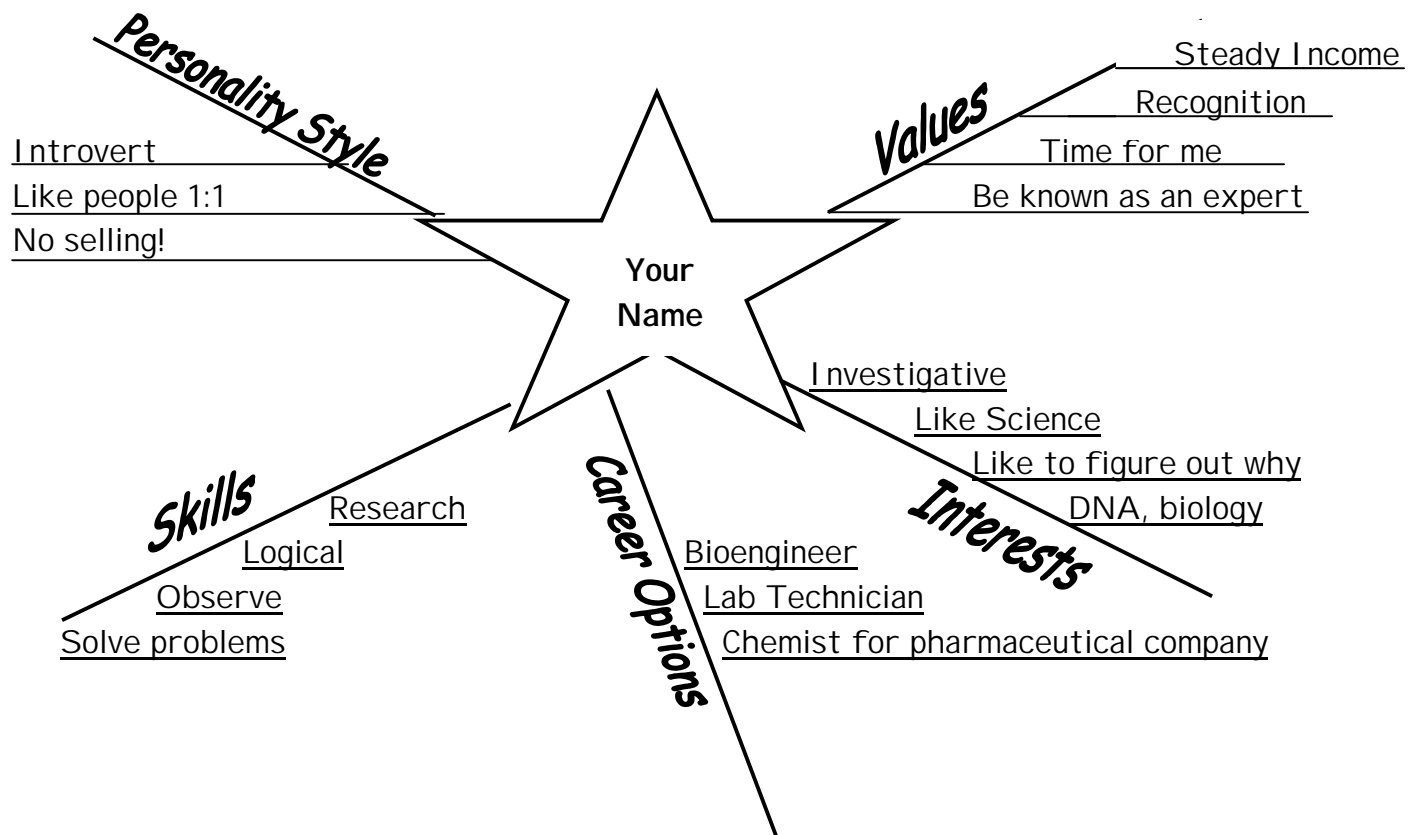
You have gathered a lot of information about yourself and the world of work. Wouldn't it be helpful if you could put all this information together and see what conclusions you can draw about yourself? This activity is a creative way to see all the information you have gathered in one place.

You're going to summarize all the information you have learned about your interests, values, personality preferences, and skills to create a career portrait. You may know some other things about yourself that you might want to include in your portrait. Your career portrait is a current "snap shot" of all your preferences—and it helps you see your future possibilities.

The first step is to look at the Sample Career Portrait on the next page. In the center, you'll sign your name and draw a symbol that represents you. You can see there are 5 main branches coming from the center. Look at the words on the branches, and write the same ones on your paper. From these main branches, draw lines and write down all the information you have gathered about yourself. For example, write down all your interests from Lesson 5 on the lines branching out from the word *Interest*. By the way, you can get much more creative than this; just be sure the information is organized.

The last step is to look at all the information on your paper. Do you see some patterns? Do you see connections between your skills and interests, for example? If you do, draw arrows to show the connections. Have fun!

Mind Map Handout

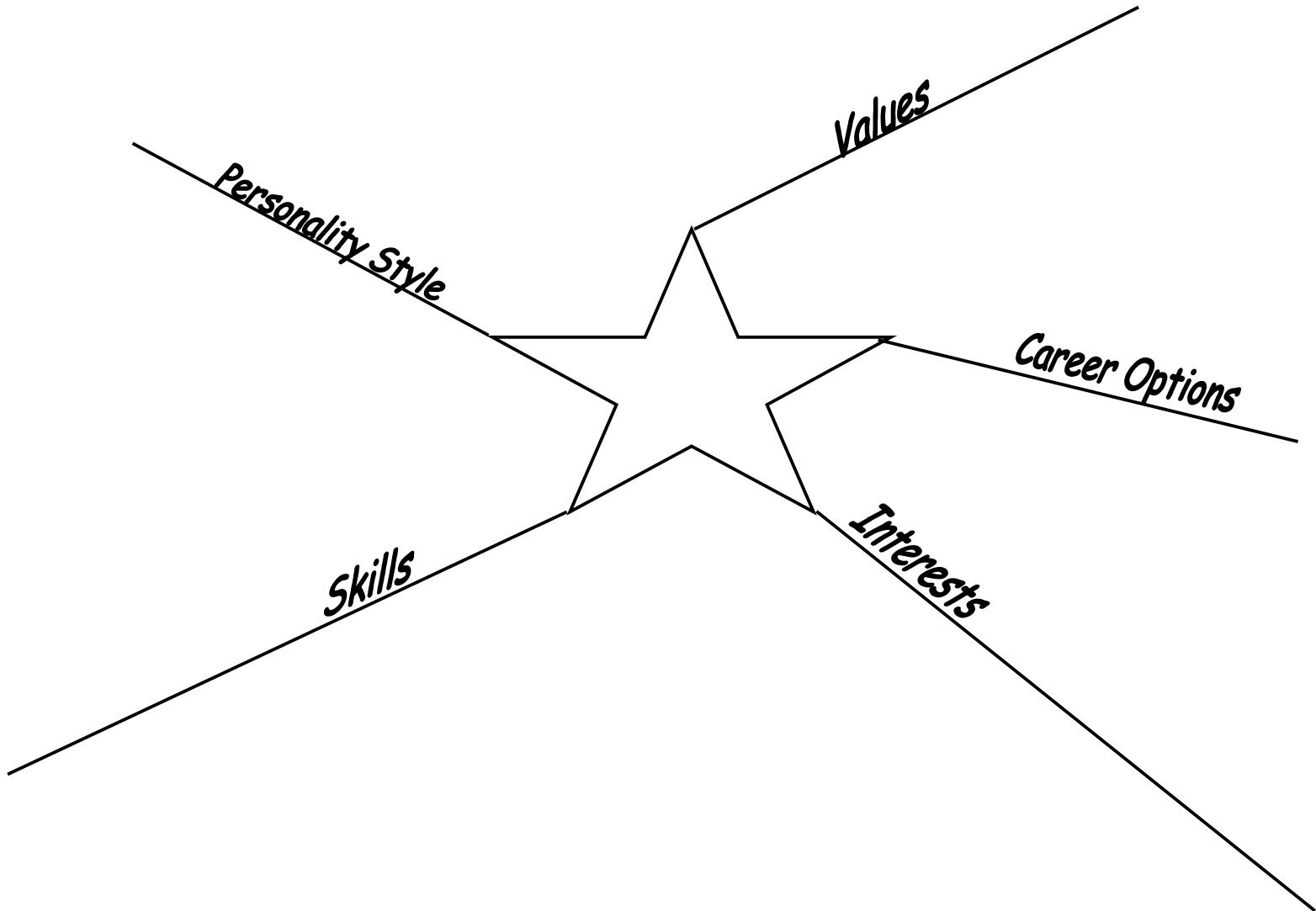


Your Turn:

You'll have room for more stuff on your mind map—so put as much on it as you can!

1. What similarities do you see? Draw arrows between them.
2. What is most important to you? Show them with a star.
3. List at least 3 options on your portrait.

My Mind Map





Merging Two Worlds

Packet 1 Who Am I?

Lesson 10 Check Me Out!

Produced by *The Center for Education*
Through a Secure Care Curriculum Grant from the
Department of Education

Check Me Out!

The purpose of this lesson is: for students to make an oral presentation describing their mind map.

After successfully completing this lesson, the students will know:
how to express their career ideas orally

and be able to:

- Generate alternatives, consider risks, evaluate and choose solutions (WP-E3)
(PO 1)
- Identify the relevant details and facts of written material (WP-E1)
(PO 7)
- Demonstrate the connection between academic skills & career pathways by identifying required education and training to achieve career choices (WP-E5)
(PO3)
- Write, evaluate and revise a career plan consistent with occupational interests, aptitudes, and ability (WP-P5)
(PO1)
- Demonstrate correct grammar and punctuation in writing (WP-E1)
(PO3)
- Utilize information acquired from several sources and transfer information learned in one situation to another (WP2)
(PO 1)
- Evaluate areas of interests and/or potential career choices (WP 5)
(PO 1)
- Respond to verbal and nonverbal messages that demonstrate understanding (WP 3)
(PO 2)
- Use personal interpretations, analysis, evaluation or reflection to evidence understanding of a subject (WP 6)
(PO 3)
- Express ideas that are clear and directly related to the topic (WP 6)
(PO 3)

Background Information

This lesson asks students to present what they have learned to you or to the other students. This lesson gives the student an opportunity to give an oral presentation as well as to get positive feedback for what they have learned about themselves. Preparing for the presentation requires students to organize, analyze and synthesize the information they have learned about themselves in this unit. It also gives them a chance to practice talking about themselves—something they will be expected to do in a job interview.

Even if only one or two students in your class are working on this unit, having other students listen to the presentation might increase their awareness of what is required in career planning.

Talking Points...Teacher—Student Dialogue

“Only when we know ourselves, will we be truly free.” Ralph Ellison

1. Post the above quotation and discuss how it relates to this lesson.
2. Students will give an informal oral presentation of their Mind Map to you or to the rest of the class. Explain your expectations:
 - Present a 4-5 minute summary of what you have learned about yourself by showing your Mind Map and explaining the elements (interests, values, preference for extraversion or introversion and skills) it contains.
 - Indicate three careers that you believe could be compatible with your mind map; discuss why you think these careers might be a good fit and warrant further research.
 - Try to make your talk organized and interesting.
 - Speak clearly and loudly enough that listener(s) can hear you.
3. If the student is presenting to the class, ask all students to complete the questions on the *Reaction Sheet* handout. Encourage students to clap, show appreciation and give positive comments after each presentation. Remind them that they can help each other more than they think! Collect students' reaction handouts and use them for further discussion with students as they start the next unit.
4. If you are the only listener, show appreciation for their work and provide positive feedback. This is a good opportunity for you and the student to evaluate whether their tentative career plans are realistic. Check for the student's commitment to follow through on the plan.

Learning Measurement. Evaluate the student's oral presentation for clarity, thoroughness and understanding of career development concepts.

Learning Measurement for the Unit. Using their Mind Map from Lesson 9 as a guide, have students write an essay to you telling what they have learned about themselves as a result of this unit. We've included step-by-step instructions for the essay in the student's section.

Here's an **alternate** writing assignment:

- A. Imagine that a friend asked you for advice about deciding on a career. What would you tell him or her to do?
- B. What things should a person know about himself or herself?
- C. Where could the person go for information about careers?
- D. After completing this unit, do you agree with Ralph Ellison's words . . . “Only when we know ourselves, will we be truly free”?

student page cover

Check Me Out!

Congratulations!!! You've reached the last lesson of this packet.

There are two activities in this lesson—the first one might not be too bad, but the second one is W-O-R-K.

In the first activity, you'll give a presentation based on the mind map you made in the last lesson. This doesn't have to be a formal speech—just a conversation that explains the elements in your mind map. Here are some suggestions:

- Prepare a 4-5 minute summary of what you have learned about yourself by showing your Mind Map and explaining the elements (interests, values, preference for extraversion or introversion and skills) it contains.
- Indicate three careers that you believe could be compatible with your mind map; discuss why you think these careers might be a good fit.
- Try to make your talk organized and interesting.
- Speak clearly and loudly enough that listener(s) can hear you.

A few people in this world enjoy talking about themselves—most of us, however, would rather do almost anything else. Maybe it's because we're out of practice, or maybe it's because we've been taught not to brag about ourselves. In a job interview, though, you're expected to talk about yourself. The employer wants to know what you can do and why you want the job. So this activity is good practice for your future in the world of work.

“Happiness lies in the joy of achievement and the thrill of creative effort.”

Franklin Roosevelt

Name _____

Date _____

Reaction Sheet

Student's name:

Career field:

What appeals to you about this career?

In what ways doesn't this career appeal to you?

Student's name:

Career field:

What appeals to about this career?

In what ways doesn't this career appeal to you?

Assessment Activity for Curriculum Packet I

Writing an Essay

You have completed several activities in this unit, all of which were designed to help you determine “Who You Are.” By completing the activities and writing the summaries you should have a good idea of your interests, values, personality preferences and skills.

This activity is an assessment. It will help your instructor and you find out how much you have learned from the work you have done in this unit. Follow the instructions to complete an essay describing what you have learned about yourself. Before you begin the first draft, read the “rubric” on the next page. (A rubric defines the standards your instructor will use to evaluate your work.)

Instructions

1. Take notes from the activities you have completed in this unit.
2. Think about the information and decide what is most important.
3. Using the sample outline, write the first draft of your essay.
4. Each paragraph must have at least three sentences.
5. You do not have to use the same exact words as in the sample essay outline. They are only suggestions.
6. You may add additional paragraphs in order to express yourself.
7. Ask someone to help you edit your first draft.
8. Correct all errors.
9. Copy the final draft on unlined paper and in ink.

Lesson 10 Rubric

Evaluation	Analysis	Work Ethic	Presentation
Excellent	<ul style="list-style-type: none"> <input type="checkbox"/> Work is very complete—more than enough specific information and examples presented to demonstrate personal understanding. <input type="checkbox"/> Selected excellent examples and explained in great detail. <input type="checkbox"/> Provides more than the minimum of information listed on the work sheet. <input type="checkbox"/> Demonstrates mature awareness of personal strengths, values and liabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows all instructions given by teacher and on worksheet. <input type="checkbox"/> Demonstrates pride and enthusiasm in the work. <input type="checkbox"/> Work is completed neatly and orderly. <input type="checkbox"/> Works well with others. <input type="checkbox"/> Works well independently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Completely free of grammar, punctuation and spelling errors. <input type="checkbox"/> Ideas are original and communicated through the development of strong paragraphs. <input type="checkbox"/> Handwriting is easy to read.
Competent	<ul style="list-style-type: none"> <input type="checkbox"/> Work is complete and follows instructions. <input type="checkbox"/> Adequate number of examples and details. <input type="checkbox"/> Fulfills worksheet requirements. <input type="checkbox"/> Demonstrates awareness of personal strengths and liabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows instructions. <input type="checkbox"/> Work is neat and orderly. <input type="checkbox"/> Works without being told/stays on task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Completely free of grammar, punctuation and spelling errors. <input type="checkbox"/> Adequate paragraph development. <input type="checkbox"/> Good handwriting.
Basic	<ul style="list-style-type: none"> <input type="checkbox"/> Work is complete. <input type="checkbox"/> Some examples, but little detail. <input type="checkbox"/> Shows some awareness of personal strengths and liabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the instructions are followed. <input type="checkbox"/> Needs supervision and repeated instructions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some grammar, punctuation and spelling errors. <input type="checkbox"/> Needs to explain ideas in more depth. <input type="checkbox"/> Difficult to read handwriting.
Unacceptable	<ul style="list-style-type: none"> <input type="checkbox"/> Work is incomplete. <input type="checkbox"/> Few examples and inadequate details. <input type="checkbox"/> Does not make realistic connections between self and world of work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Did not follow instructions. <input type="checkbox"/> Does not demonstrate interest in the assignment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Many grammar, punctuation and spelling errors. <input type="checkbox"/> Requires rewriting to be acceptable.

Name _____

Date _____

Format And Outline For Essay

“Who Am I?”

Paragraph One

(This paragraph introduces the purpose of the essay and gets the reader's attention.)

For the past few weeks I have been working on some activities to learn more about who I am.

This is important because . . . _____

Paragraph Two

(What are your interests? Activities from Lesson 2.)

I have learned . . . _____

Name _____

Date _____

Paragraph Three

(What are your values? Activities from Lesson 3.)

My values . . . _____

Paragraph Four

(What is your preference for extraversion/introversion? Activities from Lesson 4)

My preference . . . _____

Paragraph Five

(What skills do you enjoy using? Activities from Lesson 5)

My skills . . . _____

Name _____

Date _____

Paragraph Six

(What is a career that seems like a good fit for who you are? Why? Lessons 8 and 9)

My choice for a career . . . _____

